



The 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 statement 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: Óskarsson

1.2 Given name(s): Eyþór Freyr

1.3 Date of birth (day/month/year): 23/05/94

1.4 Student identification number: 2305942799

2. INFORMATION IDENTIFYING THE QUALIFICATION

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

BSc

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

Computer Science

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

Reykjavík University (Háskólinn í Reykjavík) is an Independent Higher Education Institution with the status of a University, awarded accreditation by the Ministry of Education, Science and Culture in accordance with the Higher Education Act no. 63/2006

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

Not applicable

2.5 Language of instruction/examination:

Icelandic and English.

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification:

First cycle, level 1.2 higher education degree. For more information on the higher education system in Iceland, please see point 8.

3.2 Official length of programme:

Full-time study for three academic year, full time studies for normal academic year corresponding to 60 ECTS

3.3 Access requirements:

Applicants must have completed a university entrance diploma/matriculation examination (Stúdentspróf) or comparable course of study. The selection is based on a student's achievement in this course of study, taking into consideration the type of school, grades as well as extra curricular activities.





4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:

Full time equivalent

4.2 Programme requirements:

The BSc in Computer Science at the RU is organised as a three - year programme (six semesters). To finish the programme, students need to complete 180 ECTS. On completing the Bachelor of Science in Computer Science, students have achieved the learning outcomes shown below.

Knowledge

The learning outcomes for the BSc in Computer Science state that degree holder possesses knowledge of:

- A number of recurring themes, and a set of general principles that have broad application to the field of computer science.
- The social, legal, ethical, and cultural issues inherent in the discipline of computing
- That software systems are used in many different domains. This requires both computing skills and domain knowledge
- Software development fundamentals, including programming, data structures, algorithms and complexity
- Systems fundamentals, including architectures and organization, operating systems, networking and communication, parallel and distributed computation, and security
- Mathematics fundamentals, including discrete structures, statistics and calculus
- Software engineering fundamentals, including software analysis and design, evaluation and testing, and software engineering processes
- Application fundamentals, including information management and intelligent applications
- Multiple programming languages, paradigms, and technologies

Skills

The learning outcomes for the BSc in Computer Science state that degree holders can apply the methods and procedures as follows:

- Know how to apply the knowledge they have gained to solve real problems
- Realize that there are multiple solutions to a given problem and these solutions will have a real impact on people's lives
- Communicate their solution to others, including why and how a solution solves the problem and what assumptions were made
- Successfully apply the knowledge they have gained through project experience
- Encompass an appreciation for the structure of computer systems and the processes involved in their construction and analysis
- Understand individual and collective responsibility and individual limitations as well as the limitations of technical tools
- Understand the range of opportunities and limitations of computing

Competences

The learning outcomes for the BSc in Computer Science state that degree holders can apply their knowledge and skills, as follows:

- Understand the multiple levels of detail and abstraction
- Recognize the context in which a computer system may function, including its interactions with people and the physical world.
- Able to communicate with, and learn from, experts from different domains throughout their careers
- Possess a solid foundation that allows and encourages them to maintain relevant skills as the field evolves
- To be able to manage their own career development and advancement
- Manage their own learning and development, including managing time, priorities, and progress
- Have developed interpersonal communication skills as part of their project experience
- Work effectively both individually and as members of teams
- Make effective presentations to a wide range of audiences about technical problems and their solutions
- Encompass an appreciation of the interplay between theory and practice





4.3 Programme details and the individual grades/marks/credits obtained:

Course		Date	ECTS	Grade	Ranking
T-111-PROG	Programming	11/14/2016	6	7,0	116-148/201
T-114-VERK	Problem Solving	11/17/2016	6	9,0	50-114/214
T-117-STR1	Discrete Mathematics I	11/21/2016	6	7,0	57-77/167
T-107-TOLH	Computer Architecture	11/24/2016	6	9,0	53-82/230
T-113-VLN1	Semester Project 1	12/31/2016	6	9,0	63-140/250
T-213-VEFF	Web-Programming	04/03/2017	6	9,0	16-36/193
T-216-GHOH	Software Requirements and Design	04/07/2017	6	7,0	112-152/198
T-419-STR2	Discrete Mathematics II	04/10/2017	6	7,0	48-67/152
T-201-GSKI	Data Structures	04/21/2017	6	8,5	42-65/221
T-220-VLN2	Semester Project 2	05/31/2017	6	7,5	169-186/198
T-303-HUGB	Software Engineering	11/08/2017	6	7,5	97-138/187
T-301-REIR	Algorithms	11/14/2017	6	8,0	45-61/186
T-317-CAST	Calculus and Statistics	11/17/2017	6	8,0	86-111/180
T-202-GAG1	Databases	11/20/2017	6	8,5	18-48/169
T-308-PRLA	The Python Programming Language	12/15/2017	6	9,0	23-32/75
T-501-FMAL	Programming Languages	04/13/2018	6	7,0	78-100/183
T-215-STY1	Operating Systems	04/17/2018	6	8,5	31-43/79
T-427-WEPO	Web-Programming II	04/20/2018	6	8,0	28-47/88
X-204-STOF	Entrepreneurship and Starting New Ventures	05/31/2018	6	8,0	70-251/426
T-514-VEFT	Web Services	11/13/2018	6	9,0	13-23/84
T-409-TSAM	Computer Networks	11/20/2018	6	7,0	92-108/165
T-488-MAPP	Mobile App Development	11/22/2018	6	9,5	10-28/82
T-511-TGRA	Computer Graphics	11/23/2018	6	8,5	14-15/37
T-542-HGOP	Introduction to quality management and testing	12/31/2018	6	9,0	13-19/33
T-637-GEDE	Game Engine Architecture	04/03/2019	6	8,0	10-15/26
T-211-LINA	Linear Algebra	04/04/2019	6	6,0	130-151/165
T-631-SOE2	Software Engineering II - Testing	04/09/2019	6	8,0	15-19/47
T-404-LOKA	Final Project	05/31/2019	12	8,0	83-103/117
T-634-AGDD	Advanced Game Design &Development	05/31/2019	6	9,5	2-5/23

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

As a general rule grades are expressed on the 0-10 scale, where the passing grade is 5 and above (and 6.0 in graduate studies). Course grades are given in increments of 0.5. Rank of students in course is shown in section 4.3

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

Average grade in all courses completed 8,10





5. INFORMATION ON FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

The degree/qualification gives basic eligibility to second level studies. For more information on higher education in Iceland, please see point 8.

5.2 Professional status (if applicable):

Computer Scientist (Tölvunarfræðingur)

6. ADDITIONAL INFORMATION

6.1 Additional information

Not applicable.

6.2 Further information sources:

Reykjavík University

Menntavegur 1

101 Reykjavík

Iceland

www.ru.is

7. CERTIFICATION OF THE SUPPLEMENT

7.1 Location and date:

Reykjavík, 22 júní 2019

7.2 Signature:

Sigrún Maria Ammendrup

7.3 Capacity:

Administrative Director

7.4 Official stamp or seal:



STADFEST EINTAK
OFFICIAL TRANSCRIPT





MINISTRY OF EDUCATION, SCIENCE AND CULTURE

THE HIGHER EDUCATION SYSTEM IN ICELAND (revised July 2013)

The Ministry of Education, Science and Culture has the overall responsibility for higher education on Iceland. The legal framework covering higher education in Iceland is the Higher Education Institution Act no. 63/2006. This framework act applies to all educational institutions providing higher education leading to a degree and which have been accredited by the Ministry of Education, Science and Culture, according to rules on accreditation no. 1067/2006. Each institution of higher education is accredited in particular fields of study and subdivisions therein.

There are currently seven accredited institutions of higher education in Iceland. University of Iceland, University of Akureyri, The Agricultural University of Iceland and Holar University College are public institutions of higher education and are subject to the Act on Public Higher Education Institutions no. 85/2008 with amendments. Reykjavík University, Bifröst University and Iceland Academy of the Arts are private institutions and operate under structural charters approved by the Ministry of Education, Science and Culture. All higher education institutions receive state funding. The Ministry concludes performance-related contracts with all higher education institutions under its administration.

Quality assurance of higher education institutions, both with regards to research and teaching, is carried out by an internal evaluation of higher education institutions as well as by periodic external evaluation. The Icelandic Quality Board for Higher Education monitors the quality of the education offered in accordance with the Icelandic Quality Enhancement Framework and rules no. 321/2009.

The admission requirements for entry into tertiary education are a matriculation exam (Stúdentspróf) from an upper secondary school or an equivalent final examination. Some fields of study have additional entrance requirements. Currently, compulsory education in Iceland is between the ages of six and sixteen. Upper secondary education leading to matriculation examination is usually organized as three to four years of study.

According to the Higher Education Act no. 63/2006, teaching in higher education institutions shall be organised in courses that are evaluated according to standardized credits (ECTS). The higher education level applies credits equivalent to the European Credit Transfer System. A full study programme shall normally consist of 60 credits per academic year and reflect the total student workload during that time.

The academic year at Icelandic higher education institutions generally runs from August/September until May, and it is divided into two semesters, an autumn semester and a spring semester. Student assessment is generally based on written, oral or practical examinations, held at the end of each semester, in addition to semester papers and assignments carried out throughout the course of study.

The Minister of Education, Science and Culture issues a National Qualification Framework for Iceland, a systematic description of the structure and the degrees of higher education specifically based on learning outcomes (no. 530/2011). All accredited higher education institutes in Iceland shall follow this framework.



Organisation and structure of qualifications and degrees awarded at higher education institutions in Iceland:

ISCED		Credits (ECTS)	Total credits (ECTS)
5	Cycle 1.1 Diploma	30 - 120	30 - 120
6	Cycle 1.2 Bachelor's degree	180 - 240	180 - 240
7	Cycle 2.1 Qualification at master level	30 - 120	210 - 360
	Cycle 2.2 Master's degree	90 - 120	270 - 360
8	Cycle 3 Doctoral degree	180 -	450 -

The first higher education cycle includes two stages, Diploma (1.1) and Bachelor's degree (1.2).

Diploma is defined as a qualification obtained at a higher education institution where the holder has completed 30 – 120 ECTS credits of an organised study programme.

Bachelor's Degree (BA, BS, B.Ed.) is defined as a qualification obtained at a higher education institution where the holder has completed 180 – 240 ECTS credits of an organised study programme.

The second higher education cycle includes two stages, the first stage is a Qualification at Master level (2.1) and the second stage is a Master's degree (2.2).

Qualification at Master level is defined as a qualification obtained at a higher education institution where the holder has completed 30 – 120 ECTS credits of an organised study programme at the second cycle of higher education. Qualification at Master level includes qualifications which either do not include a research project, or where the project is of less than 30 ECTS credits.

Examples of degrees and qualifications at this stage (2.1.) are MPA, MBA, Diploma at Master level, Cand. Med. et Chir. and Cand.Odont

Master's Degree is defined as a qualification obtained at a higher education institution where the holder has completed 90 – 120 ECTS credits of an organised study programme at the second cycle of higher education. A Master's degree includes a research project of at least 30 ECTS credits.

Examples of qualifications at this stage (2.2) are: MS, MA, Mag.Jur, ML and Cand.Psych.

The third higher education cycle has one stage, the Doctoral degree (3)

Doctoral degree (Ph.D.) is defined as a qualification from a higher education institution where the holder has completed at least 180 ECTS credits of an organised study programme at the third cycle of higher education. A Doctoral degree shall include a research project that fulfils international criteria for a Doctoral thesis.

