

It is hereby certified that

Kevin Südmersen

was awarded the degree of

**Master of Science
in Economics and International Financial Economics**

(with Merit)

of this University by the Senate on
Monday 19th November 2018

Vice-Chancellor and President



Registrar

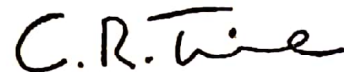
OFFICIAL TRANSCRIPT OF STUDIES

Student Name: KEVIN SÜDMERSEN
Student ID: 1791791
Student Date of Birth: 8th January 1993

Programme Title: Economics and International Financial Economics
Level Studied: Master of Science
Level Conferred: Master of Science
Class Conferred: MERIT
Start Date: 18th September 2017
Expected End Date: 30th September 2018
Date Conferred: 19th November 2018

Modules Studied and Results where available:

| Year | Level | | Mark | Result | Credit |
|-------|-------|---|------|--------|-------------------|
| 17/18 | M1 | EC901-44 Economic Analysis (PG) | 54 | P | 44 |
| 17/18 | M1 | EC902-50 Quantitative Methods: Econometrics A | 68 | P | 50 |
| 17/18 | M1 | EC924-18 Monetary Economics | 50 | P | 18 |
| 17/18 | M1 | EC941-18 Game Theory | 73 | P | 18 |
| 17/18 | M1 | EC959-36 Dissertation (Economics MSc Programme) | 73 | P | 36 |
| 17/18 | M1 | EC994-18 Applications of Data Science | 68 | P | 18 |
| | | | | | Total Credit: 184 |



Dr Chris Twine
Academic Registrar
Issued 11th January 2019



Guidance Notes

Marks and Degree Class Awarded

Marks are awarded for each module listed, expressed as a percentage, and credit is awarded according to the relative weighting assigned to the module. Marks achieved over a student's course (often, but not necessarily exclusively, based on the final two years of study for Undergraduate Degrees) are combined according to examination conventions (which may vary from course to course) by a Board of Examiners which then determines the overall class of degree to be awarded.

For some modules the following may be recorded instead of a numerical mark:

P (Pass)

F (Failed)

The following classes of degree are awarded at **undergraduate** level:

First Class (which appears as 1st Class Hons)

Upper Second Class (which appears as 2(i) Hons)

Lower Second Class (which appears as 2(ii)Hons)

Third Class (which appears as 3rd Class Hons)

Pass (which appears as Pass Degree)

Degree classes are not awarded at **postgraduate** level. However, a Masters Degree may be awarded with distinction/merit.

Level

"Level" under "Modules Studied" overleaf refers to the academic level assigned to the particular module.

Credit load

The normal credit load for a **full-time undergraduate student** is 120 credits per year (however, there may be some variation in the credit total depending on which option modules a student selects and/or the degree course they are on). Some students following degrees in the Faculty of Science are permitted to take a heavier load if they wish and the additional modules they study are fully taken into account in the final degree awarded (this is not permitted in all departments)

Students on **Postgraduate** courses would normally be expected to accumulate the number of credits set out below over their period of study:

| | |
|--------------------------|-------------|
| Masters Degree | 180 Credits |
| Postgraduate Diploma | 120 Credits |
| Postgraduate Certificate | 60 Credits |
| Postgraduate Award | 30 Credits |

Resits

Marks in resit examinations are capped at 40% (undergraduate level) and 50% (taught postgraduate level).

Professional Placements

Credit may be awarded for professional placements taken as part of a degree programme. Where this is the case the total credits awarded in a year of study is shown. Further details of these placements are available from the student's home department.

Accreditation of Prior Learning

For some Warwick degrees, particularly part-time undergraduate courses, students may be awarded credit for study undertaken prior to enrolling at the University. Where credit has been awarded in this way, this will be shown as "Accreditation for Prior Learning". No mark or result will be given.

Professional or Statutory Body Accreditation

Where a course is accredited by a Professional or Statutory Body and the student has met the requirements for the relevant professional award (or exemption from elements of professional qualifications), this is indicated.

Warwick Skills Certificate

Various skills modules are offered to students (on a voluntary basis) by the University's Centre for Lifelong Learning and can lead to a University Certificate award. Students successfully completing any module will have demonstrated both theoretical knowledge and especially the practical application of the skills involved.

Validation of the Information contained in the Transcript:

Third parties wishing to validate the content of a transcript should email (aotranscripts@warwick.ac.uk) or write to the Examinations Office, University House, University of Warwick, CV4 8UW, enclosing proof of the student's permission to seek the validation.

Further copies:

Students can order further copies of their transcript at the following webpage:

<http://www2.warwick.ac.uk/services/academicoffice/examinations/transcripts/>

Diploma Supplement

Purpose of this document

This supplement provides a description of the nature, level, content and status of the studies that were pursued and successfully completed by the individual named on the accompanying degree certificate and transcript of studies. The purpose of this supplement, in combination with the certificate and transcript, is to provide interested parties with sufficient independent data to make their own judgement based on the facts.

Section 1: Information identifying the holder of this qualification

- | | | |
|-----|---------------------------------|------------|
| 1.1 | Family name(s): | SUDMERSEN |
| 1.2 | Given name(s): | KEVIN |
| 1.3 | Date of birth (day/month/year): | 08/03/1993 |
| 1.4 | Student identification number: | 1791791 |

Section 2: Information identifying the qualification

- | | | |
|-----|-------------------------|-------------------|
| 2.1 | Qualification achieved: | Master of Science |
|-----|-------------------------|-------------------|

The power to award degrees is regulated by law in the UK

- | | | |
|-----|--|--|
| 2.2 | Main field of study: | Economics & International Financial Economics |
| 2.3 | Name and status of awarding institution: | University of Warwick |

The University of Warwick is self-governing and legally independent of the government but subject to its policies and laws, The University is a degree awarding institution, operating under Royal Charter which was established in 1965.

- | | | |
|-----|---|-------------------------|
| 2.4 | Name and status of institution (if different from 2.3) administering studies: | As awarding institution |
| 2.5 | Language of instruction/assessment: | English |

Section 3: Information on the level of the qualification

3.1 HESA level of qualification: UK Masters Degree Level 7 (European 2nd cycle qualification)

See section 8 for reference to nationally devised "level indicators" which relate to the qualification as contained within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (QAA, 2008). Also available at <http://www.qaa.ac.uk/>.

3.2 Official length of programme: 1 year full-time or 3 years part-time

2.3 Programme entry requirements:

The University aims to admit students of the highest calibre, who have the academic potential and the motivation to succeed on its challenging courses. The University encourages applications from applicants from all backgrounds and it consistently evaluates the potential of each applicant individually and on their own merits.

Section 4: Information on the contents

4.1 Mode of study: ?

| Year | Mode of study |
|-------|---------------------|
| 17/18 | Full time/Part time |
| 18/19 | Full time |

4.2 Programme requirements:

Six compulsory modules cover key material in finance, economics and econometrics while two optional modules allow you to focus on your preferences. Every year we offer optional modules, available through various study routes, delivered here at WBS. Please note that availability and delivery modes may vary.

Modules are taught by staff from both WBS and the Department of Economics at Warwick through a combination of lectures, classes and computer lab sessions.

Assessment is a mix of exams and coursework with your dissertation bringing all your learning together at the end

4.3 Individual grades/marks/credits obtained

This information may be found on the candidate's companion transcript document.

Section 5: Information on the function of the qualification

5.1 Access to further study:

This qualification may allow access to further study (at FHEQ level 8 or for equivalent EHEA second cycle qualifications) subject to individual requirements of the institution concerned.

5.2 Professional Status (if applicable):

Not applicable

Section 6: Additional Information

6.1 Further Information Sources

The University of Warwick is one of the UK's leading universities, with an acknowledged reputation for excellence in research and teaching, for innovation, and for links with business and industry. Its mission is:

- To become a world leader in research and teaching
- Through research of international excellence, to increase significantly the range of human knowledge and understanding
- To equip graduates to make an important contribution to the economy and to society
- To serve our local region - academically, culturally and economically
- To continue to make a Warwick education available to all those able to benefit from it, regardless of economic or social circumstances.

Find out more at <http://www.warwick.ac.uk/about>

Section 7: Certification of the Diploma Supplement.

7.1 Date 19th November 2018

7.2 Name of signatory: Dr Chris Twine Signature: *C.R. Twine*

7.3 Official capacity Academic Registrar

7.4 Official stamp or seal



ACADEMIC OFFICE

Sharon Duffy
S. Duffy.
20/3/19.
Transcripts Assistant.

Section 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

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)

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/standardsandquality/otherrefpoints/Qualsboundaries09.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.

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

