

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 to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

Surname:	Dionelis
First Name(s):	Nikolaos
Date of Birth:	05-Jan-1993
Student Identification Number:	00690438

INFORMATION IDENTIFYING THE QUALIFICATION

Name of Qualification and (if applicable) title conferred:	MEng & ACGI in Electrical & Electronic Engineering
Main Field(s) of Study for the Qualification	Electronic and Electrical Engineering
Overall Classification of the Qualification:	First Class Honours
Conferral Date:	01-Aug-2015
Name and Status of Awarding Institution:	<i>Imperial College London is an independent self-governing university active in teaching, research and scholarship established by Royal Charter through the Privy Council.</i>
Name and Status of institution administering studies (if different awarding institution):	
Language(s) of instruction/ examination:	English

INFORMATION ON THE LEVEL OF THE QUALIFICATION

Level of Qualification:	Level 7 (see FHEQ explanation attached)
Official Length of Programme:	4 Years
Access Requirements:	The minimum general entrance requirements prescribed by the College are passes in a recognised General Certificate of Education examination either in two subjects at A level or in one subject at A level and two subjects at AS level or in four subjects at AS level. The majority of students entering the College have at least 3 passes at GCE A-level with a preponderance of A grades.

INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study:	Access to Doctoral (Level 8) degree programmes
Professional status (if applicable):	MEng degrees fully satisfy the educational requirements of the Engineering Council UK for achieving Chartered Engineer status. BEng graduates are also eligible for registration as Chartered Engineers but will need to study for additional periods of further learning after graduation. In all cases CEng candidates must demonstrate that they have satisfactorily completed a stipulated period of professional training and work experience before they can achieve chartership.

ADDITIONAL INFORMATION

Additional information:	www.imperial.ac.uk
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Programme Details:**2011/2012 Year 1 Electrical & Electronic Engineering**

Overall Year Result: Pass

Course Title	Mark	Result	ECTS
Analysis of Circuits	71	Pass	5
Mathematics 1 (E-stream and I-stream)	76	N/A	
Mathematics 2 (E-stream and I-stream)	87	N/A	
Digital Electronics 1	76	Pass	5
Analogue Electronics 1	66	Pass	5
Software Engineering	88	Pass	5
Professional Engineering	78	Pass	5
Semiconductor Devices	64	Pass	5
Energy Conversion	64	Pass	5
Introduction to Signals and Communications	51	Pass	5
Course Work	67.64	Pass	10
Mathematics Aggregate	82	Pass	10
Examinations Aggregate	72.26	N/A	
Electrical Engineering Aggregate	69.83	N/A	
Part 1 Total	71.11	N/A	

2012/2013 Year 2 Electrical & Electronic Engineering

Overall Year Result: Pass

Course Title	Mark	Result	ECTS
Software Engineering	74	N/A	
Introduction to Computer Architecture	57	N/A	
EE2-10 Aggregate	59	Pass	0
Mathematics Aggregate Year 2	60	Pass	6
Algorithms and Complexity	52	Pass	2.5
Fields	67	Pass	2.5
Software Engineering/Computer Architecture	65	Pass	6
Mathematics 3 (E-stream and I-stream)	68	N/A	
Mathematics 4 (E-stream and I-stream)	52	N/A	
Analogue Electronics 2	68	Pass	4
Communication Systems	65	Pass	4
Signals and Linear Systems	57	Pass	4
Control Engineering	69	Pass	0
Power Engineering	68	Pass	4
Digital Electronics 2	68	Pass	4
Coursework	77.44	Pass	13
Politics	52	Pass	6
Examinations Aggregate	62.68	N/A	
Electrical Engineering Aggregate	64.76	N/A	
Part II Total	66.96	N/A	

2013/2014 Year 3 Electrical & Electronic Engineering

Overall Year Result: Pass

Course Title	Mark	Result	ECTS
Business Strategy & Consulting Summer School	53	Pass	7
Finance Summer School	71	Pass	7
Digital System Design	72	N/A	6
Digital Signal Processing	85	N/A	6
Advanced Signal Processing	73	N/A	6
Control Engineering	89	N/A	6
Mathematics for Signals and Systems	82	N/A	6
Artificial Intelligence	56	N/A	6
Real-time Digital Signal Processing	76	N/A	6
Entrepreneurship/Business Plan Competition	72	N/A	6
Examinations Aggregate	75.49	Pass	0
Part III Total	75.49	N/A	

2014/2015 Year 4 Electrical & Electronic Engineering

Overall Year Result: Pass

Course Title	Mark	Result	ECTS
Machine Learning for Computer Vision	84	N/A	5
Digital Image Processing	75	N/A	5
Digital Signal Processing and Digital Filters	58	N/A	5
Probability and Stochastic Processes	58	N/A	5
Spectral Estimation and Adaptive Signal Processing	71	N/A	5
Speech Processing	65	N/A	5
Wavelets and Applications	76	N/A	5
Third Year Group Project	73.22	Pass	18
Business Economics	76	N/A	6
Individual Project	77.3	Pass	24
Examinations Aggregate	75.06	Pass	0
Part I Total	71.11	N/A	
Part II Total	66.96	N/A	
Part III Total	75.49	N/A	
Part IV Total	75.5	Pass	0
Overall M.Eng Result	72.81	N/A	

Mr Dionelis was awarded an additional 7 ECTS for completing a 6 week placement at Imperial College Business School at the end of his 3rd year in 2013/14.

Mode of Study: Full Time

Dates of Study: 01-Oct-2011 to 26-Jun-2015

Programme Requirements:

Bachelor's degrees have an ECTS value of at least 180. Integrated Master's degrees have a value between 240 - 270. 1 ECTS reflects 25-30 hours of work undertaken towards achieving a learning outcome.

Students who are awarded the degree of MEng have achieved at the end of their third year of study the academic level required for a Bachelor's degree. 180 ECTS are completed by the end of the third year with the fourth year comprising at least 60 ECTS at Master's level. The Bachelor's degree is not formally awarded as a separate qualification however the MEng degree diploma indicates that these awards incorporate the Bachelor's level study.

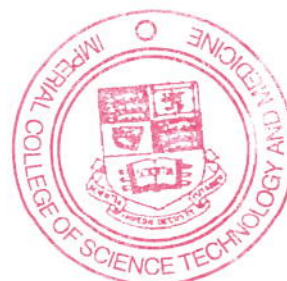
The Associate of the City and Guilds Institute (ACGI) is awarded to undergraduates who receive a BEng or MEng degree from a programme within the following departments: Aeronautics, Bioengineering, Chemical Engineering, Civil & Environmental Engineering, Computing, Electrical & Electronic Engineering and Mechanical Engineering.

Grading Scheme and, if available, grade distribution guidance:

Assessment is carried out by a combination of examinations, coursework and research project.

Honours classification of degrees is according to the following range of marks:

- First class Honours 70 - 100
- Second class Honours (upper division) 60 - 69.9
- Second class Honours (lower division) 50 - 59.9
- Third class Honours 40 - 49.9

CERTIFICATION OF THE SUPPLEMENT

VALID ONLY IF STAMPED WITH THE COLLEGE CREST

David Ashton
Academic Registrar

01 August 2018

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>

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>

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' <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx>)

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 Systems

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.

Admission

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 Education and Skills (DfES), Scottish Executive, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals and the National Recognition Information Centre for the UK (UK NARIC).

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

