HIGHER EDUCATION ACHIEVEMENT REPORT

Lampros Karseras
Bachelor of Science (Honours) Computer Science
Final Result not yet known
March 2021

De Montfort University

HIGHER EDUCATION ACHIEVEMENT REPORT

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.

De Montfort University produces HEARs in a digital format. Only HEARs accessed via verify.dmu.ac.uk can be considered valid and verified.

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1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1	**Family name(s)**	Karseras
1.2	**Given name(s)**	Lampros
1.3	**Date of birth (day/month/year)**	27/03/1986
1.4	**Student identification number**	P2424629 (DMU) 1810684246295 (HESA)[1]

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1	**Name of qualification**[2]	Bachelor of Science (Honours)
2.2	**Main field(s) of study**	Computer Science

2.3 Name and status of awarding institution
De Montfort 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

2.5 Language(s) of instruction/examination:

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification
UK Bachelor Degree (level 6); European HE Area 1st cycle degree

3.2 Official length of programme 36 Months

3.3 Access requirement(s)
Access to programmes at level 4,5 and 6 would normally require the completion of level 3.

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[1] HESA, the Higher Education Statistics Agency, the unique national identifying number for students registered at a UK university

[2] The power to award degrees is regulated by law in the UK.

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study

Full-Time

4.2 Programme requirements

Computer Science is a traditional course that covers modern approaches to software systems development. A mixture of both theory and practice is covered with an emphasis on "why" as well as "what". Students are encouraged to develop critical thinking and problem-solving skills. A practical element gives students the experience needed to develop software systems using modern languages and environments. An example of this is the final year project which gives students the opportunity to apply all stages of a software development method to produce a software system, guided by a project tutor. As well as all the technical aspects of the course, students learn about the structure of organisations, gaining an insight into the commercial context in which IT systems are commissioned and deployed. Students are also introduced to computing ethics and law. The course offers the chance to spend a year in industry. This (sandwich) experience takes place after the second year of study, providing an opportunity to work in the "real world" gaining valuable professional experience. The study of Computer Science leads to a wide variety of careers upon graduation, e.g. software development, database design and administration, network management, commercial web application development, software project management, computer science research and academia. First Year Topics: Computer architecture, Operating systems, Computer networks, Programming, Scientific method, Software testing, Discrete mathematics, Database fundamentals, Functional programming, Computer ethics, Computer law, Cybersecurity management. Second Year Topics: Object-oriented software design and programming, Data structures and algorithms, Secure web-development, Database Design, Software lifecycles, Organisations, Project management and tools, Research project. Industrial Placement Final Year Topics: Software development project, Software design methods, Optional modules.

4.3 Programme details, and the individual marks and credits achieved

RESULTS

2018/19		Level	Credits	ECTS[3]	Weighting	P/F[4]	Mark[5]	Attempt[6]
CTEC1904	**Computer Ethics**	**4**	**15**	**7.5**		**P**	**40**	**2**
	0001 Other Coursework				0%		28	
	0002 Other Coursework				100%		70	
CTEC1907	**Computer Networks**	**4**	**15**	**7.5**		**P**	**86**	**1**
	0001 Phase Test				50%		85	
	0002 Phase Test				50%		87	
CTEC1908	**Mathematics for Computing**	**4**	**15**	**7.5**		**P**	**98**	**1**
	0001 Online Test				50%		96	
	0002 Online Test				50%		100	
CTEC1902	**Computer Programming I**	**4**	**15**	**7.5**		**P**	**100**	**1**
	0001 Online Test				50%		99	
	0002 Online Test				50%		100	

Total Credits 60 **APEL credits** 0 **Compensating Credits** 0

2018/19		Level	Credits	ECTS[3]	Weighting	P/F[4]	Mark[5]	Attempt[6]
CTEC1905	**Computer Law and Cyber Security**	**4**	**15**	**7.5**		**P**	**85**	**1**
	0001 Essay				50%		80	
	0002 Phase Test				50%		90	
CTEC1906	**Computer Systems**	**4**	**15**	**7.5**		**P**	**96**	**1**
	0001 Online Test				50%		92	
	0002 Online Test				50%		100	
CTEC1909	**Database Design and Implementation**	**4**	**15**	**7.5**		**P**	**100**	**1**
	0001 Online Test				50%		100	
	0002 Online Test				50%		100	
CTEC1903	**Computer Programming II**	**4**	**15**	**7.5**		**P**	**100**	**1**
	0001 Online Test				50%		100	
	0002 Practical				50%		100	

Total Credits 60 **APEL credits** 0 **Compensating Credits** 0

2019/20		Level	Credits	ECTS[3]	Weighting	P/F[4]	Mark[5]	Attempt[6]
CTEC2904	**Software and Security Management**	**5**	**15**	**7.5**		**P**	**100**	**2**
	0001 Phase Test				100%		100	
CTEC2905	**Object Oriented Design**	**5**	**15**	**7.5**		**P**	**90**	**2**
	0001 Portfolio				100%		90	
CTEC2907	**Web Application Development**	**5**	**15**	**7.5**		**P**	**95**	**1**
	0001 Phase Test				100%		95	

[3] ECTS - European Credit Transfer System

[4] P/F - Pass/Fail

[5] Marks are sometimes shown as one of the following letters: P - Pass, F - Fail, X - Absent/Not awarded

[6] Indicates the number of attempts the student made at the assessment task

CTEC2909	**Data Structures and Algorithms**	**5**	**15**	**7.5**		**P**	**89**	**2**
	0001 Practical				60%		87	
	0002 Phase Test				40%		92	

Total Credits 60 **APEL credits** 0 **Compensating Credits** 0

2019/20		**Level**	**Credits**	**ECTS**[3]	**Weighting**	**P/F**[4]	**Mark**[5]	**Attempt**[6]
CTEC2906	**Object Oriented Development**	**5**	**15**	**7.5**		**P**	**95**	**2**
	0001 Practical				100%		92	
CTEC2910	**Concurrent and Parallel Algorithms**	**5**	**15**	**7.5**		**P**	**98**	**2**
	0001 Practical				60%		96	
	0002 Phase Test				40%		100	
IMAT2704	**Introduction to Research**	**5**	**15**	**7.5**		**P**	**95**	**2**
	0001 Other Coursework				100%		74	
IMAT2207	**Agile Team Development**	**5**	**15**	**7.5**		**P**	**100**	**2**
	0001				100%		100	

Total Credits 60 **APEL credits** 0 **Compensating Credits** 0

4.4 Grading scheme

Degree classification mark bands

The following degree classification mark bands apply to first degrees

awarded by the University:

First Class = 69.500 - 100.000

Second Class (Upper Division) = 59.500 - 69.499

Second Class (Lower Division) = 49.500 - 59.499

Third Class = 39.500 - 49.499

Pass Degree Without Honours = Not applicable

Not Classified = 0.000 - 39.499

Pass = Not applicable

Merit = Not applicable

Distinction = Not applicable

4.5 Overall classification of the qualification Final Result not yet known

Classification average Final Result not yet known

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

Access to postgraduate study: Bologna FQ-EHEA 2nd cycle degree or diploma.

5.2 Professional status (if applicable)

Not applicable

6 ADDITIONAL INFORMATION

6.1 Additional Information

2019/2020 PAVE De Montfort University-Attendance for1 day (6 hours) approximately at conference.

6.2 Further information sources

Further information can be accessed within the student section of De Montfort University's website, www.dmu.ac.uk .

7 CERTIFICATION OF THE HEAR

7.1 Date of award

Date of HEAR issue 25/03/2021

7.2 Signature

7.3 Capacity

Executive Director of Student and Academic Services

7.4 Official seal or stamp

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM
Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland[6], 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, and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' http://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 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.

[6] 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).