

CONTEXTUAL INFORMATION

UCL was established in 1826 in order to open up education in England for the first time to students of any race, class or religion. UCL is a world-class, research-led, multi-faculty university, consciously and deliberately global and wide-ranging in its reach and ambition.

The Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement. The information on this Higher Education Achievement Report (HEAR) has been verified by University College London (UCL). The purpose of this HEAR is to provide the context of a qualification, including the level of the qualification, the programme of studies pursued and marks achieved. It may also include non-degree related achievements that are recognized and verified by UCL as being a significant activity to be recorded.

UCL produces the HEAR in digital format in partnership with the Tribal Group, which provides the student records database used by UCL, and its partner Gradintel (Graduate Recruitment Intelligence). Only HEARs obtained via the Gradintel website (www.gradintel.com) or printed transcripts bearing UCL's official seal are valid and verified records of achievement associated with an original qualification. A HEAR obtained from the Gradintel website is a verified document only at the time of printing.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name	Oravkin
1.2 Given name(s)	Richard
1.3 Date of birth (day/month/year)	09 November 1999
1.4 Student identification number or code	19007442
HESA identification number	1911490074420 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	Mathematics
2.3 Name and status of awarding institution	University College London. UCL has taught and research degree awarding powers.
2.4 Name and status of institution (if different from 2.3) administering studies (in original language)	As awarding institution
2.5 Language(s) of instruction/examination	English

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification	6
3.2 Official length of programme	3 academic years
3.3 Access requirement(s)	UCL's entry requirement range is A*A*A—ABB in A Levels.

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Mode of study

Year Mode of study

2019	Full-time
2020	Full-time
2021	Full-time

4.2. Programme requirements

4.2.1 Minimum standards

Refer to the UCL Academic Manual for information

4.2.2 Educational aims

The programme allows students to study varied aspects of mathematics to an advanced level, with core courses in algebra, analysis, applied mathematics and mathematical methods. With The core knowledge students may then build their degree, choosing options from over 30 specialist courses.

4.2.3 Learning outcomes

Please refer to course handbook for more information

4.3. Programme details, and the individual grades/marks/credits obtained

Programme start date	23 September 2019
Programme end date	10 June 2022

Year	Code	Title	Attempt	Mark	Grade	Course Units	ECTS Credits
2019	REGS0085	Year One Integrated Progression Module	1		P	120.00	60.00
TOTAL YEAR 2019						120.00	60.00
Year	Code	Title	Attempt	Mark	Grade	Course Units	ECTS Credits
2020	MATH0013	Analysis 3: Complex Analysis	1	97.20	P	15.00	7.50
2020	MATH0014	Algebra 3: Further Linear Algebra	1	92.20	P	15.00	7.50
2020	MATH0015	Fluid Mechanics	1	97.45	P	15.00	7.50
2020	MATH0016	Mathematical Methods 3	1	94.05	P	15.00	7.50
2020	MATH0051	Analysis 4: Real Analysis	1	90.10	P	15.00	7.50

2020	MATH0053	Algebra 4: Groups and Rings	1	92.13	P	15.00	7.50
2020	MATH0057	Probability and Statistics	1	9.80	EX	15.00	7.50
2020	MATH0058	Computational Methods and Programming	1	97.60	P	15.00	7.50
TOTAL YEAR 2020						120.00	60.00
Year	Code	Title	Attempt	Mark	Grade	Course Units	ECTS Credits
2021	MATH0017	Measure Theory	1	93.70	P	15.00	7.50
2021	MATH0018	Functional Analysis	1	89.20	P	15.00	7.50
2021	MATH0019	Multivariable Analysis	1	82.00	P	15.00	7.50
2021	MATH0028	Combinatorial Optimisation	1	97.30	P	15.00	7.50
2021	MATH0029	Graph Theory and Combinatorics	1	98.20	P	15.00	7.50
2021	MATH0069	Probability	1	100.00	P	15.00	7.50
2021	STAT0005	Probability and Statistics II	1	89.98	P	15.00	7.50
2021	STAT0007	Stochastic Processes	1	70.00	P	15.00	7.50
TOTAL YEAR 2021						120.00	60.00
TOTAL AWARDED						360.00	180.00

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

Mark	Grade	Equivalent Classification
70 - 100	A	First Class Honours
60 - 69	B	Second Class Honours (Upper Division)
50 - 59	C	Second Class Honours (Lower Division)
40 - 49	D	Third Class Honours
0 - 39	Fail	
Code Used	Explanation	
AB / AZ	Absent	
CX	Module Completed but result not available due to Covid-19	
DA	Deferred Assessment	
EP	Deferral of Assessment already attempted	
EX	Result Excluded from Final Classification	
F / F1 / F3	Fail	
FC	Failure Condoned	
FQ / FS / FZ	Failure to Qualify	
IR	Result not yet available	
LA	Deferred / Late Assessment expected	
NC / NZ	Incomplete	
NX	Result not expected	
P	Pass	
PF	Pass but required to re-sit (LLB students only)	
R / RQ	Referred	
WD	Withdrawn	
WH	Result Withheld	
ZZ	Ineligible for Assessment	

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

First Class Honours

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**5.1. Access to further study**

Successful completion of this undergraduate programme will make the student eligible for entry to a range of postgraduate programmes in Mathematics and related disciplines.

5.2. Professional status (if applicable)

Not applicable

6. ADDITIONAL INFORMATION**6.1 Additional information**

Non degree related achievements

Year	Achievement	Description
2020	Kestelman Prize (2nd year prize)	The Prize is awarded to the student who is considered as having done the best work in Analysis in the second year of their degree, offering Mathematics as a named part of their main field of study.
2020	Transition Mentor - Mentor	Providing mentoring and guidance to first year undergraduate students during their first term at UCL.
Year	Achievement	Description
2021	The Dean's List - Faculty of Mathematical and Physical Sciences	A commendation to undergraduate students excelling in their chosen field.

6.2. Further information sources

Further information can be found at www.ucl.ac.uk

7. CERTIFICATION OF THE HEAR**7.1 Date**

01 July 2022

7.2 Signature

Sarah Cowls

7.3 Capacity

Executive Director of Student Services and Registrar

7.4 Official stamp or seal

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

