

DIPLOMA SUPPLEMENT - Record of Achievement



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 statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided an explanation should give the reason why.

The Diploma Supplement is issued in a widely spoken European language and free of charge to every student upon graduation.

INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

Family Name(s) Francis
Given Name(s) Richard Anthony

Date of Birth 21/08/1967
Student ID 0227347/1
HESA Reference 0210582273479

INFORMATION IDENTIFYING THE QUALIFICATION

Qualification Bachelor of Science Honours
Programme of Study E-Commerce

Language of Instruction English
Awarding Institution University of East London
Teaching Institution Barking

INFORMATION ON THE LEVEL OF THE QUALIFICATION

(please see overleaf for Access Requirements)

Level of Qualification First Degree Level 6

Mode of Study

2005/6 Full time
2004/5 Full time
2003/4 Full time
2002/3 Full time

INFORMATION ON THE CONTENTS AND RESULTS GAINED

(please see overleaf for Programme Requirements and Grading Scheme)

Award Classification First Class

Programme Details

Session	Semester	Module Code	Module Title	Credit	Core / Option	Level	Opp	Achieved Mark	Final Mark	Grade
2002/3	SEMB	BU104	Accounting	20	C	1	1	67	67	P
2002/3	SEMB	CB154	Fundamentals of Computer Systems	20	C	1	1	75	75	P
2002/3	SEMB	CB155	Fundamentals of Information Systems	20	C	1	1	55	55	P
2003/4	SEMA	BU107	Business Economics	20	C	1	1	77	77	P
2003/4	SEMA	BU109	Information Technology, Research and Communication	20	C	1	1	74	74	P
2003/4	SEMA	CB157	Web Design and the Internet	20	C	1	1	78	78	P
2003/4	SEMB	BU225	Fundamentals of Marketing	20	C	2	1	60	60	P
2003/4	SEMB	CB255	Data Communications and Networks	20	C	2	2	63	63	P
2003/4	SEMB	CB260	Electronic Business Application	20	C	2	1	85	85	P
2004/5	SEMA	CN2059	Internet Connectivity	20	C	2	1	75	75	P
2004/5	SEMA	SD2052	Database Systems	20	C	2	1	69	69	P
2004/5	SEMA	SM2010	Operations, Strategic & International Management I	20	C	2	1	65	65	P
2004/5	SEMB	CN3067	Electronic Business Project	20	C	3	1	71	71	P
2004/5	SEMB	SD3058	Issues in Distributed Data Management	20	C	3	1	64	64	P
2004/5	SEMB	SM3004	International Marketing	20	O	3	1	67	67	P
2005/6	SEMA	IM3023	Workshop: Research and Project Implementation	20	C	3	1	81	81	P
2005/6	SEMA	IM3066	Internet and E-Commerce Issues	20	C	3	1	84	84	P
2005/6	SEMA	SD3051	Issues in Database Design	20	C	3	1	64	64	P
2005/6	SEMA	SM3005	Marketing Decision Making		O	3	1			W

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Date of Award Board 09 Feb 2006
Overall Decision Award Conferred

CERTIFICATION OF THE SUPPLEMENT

Signature

Professor Amanda J. Broderick

Geoff Thompson

Date of Issue:23 Oct 2019

Vice-Chancellor & President

Chair of the Board of Governors

INFORMATION ON THE LEVEL OF THE QUALIFICATION (continued from the previous page)

Official length of programme

The University of East London operates a modular credit framework, details of which are at [www.uel.ac.uk/qa/manual/documents/ PART3-ModelREgs.pdf](http://www.uel.ac.uk/qa/manual/documents/PART3-ModelREgs.pdf). The standard length of programmes is:

Undergraduate (Bologna 1st cycle)	3 years full-time or 6 years part-time
Postgraduate (Bologna 2nd cycle)	1 year full-time or 2-3 years part-time

Admissions requirements

Detailed information on qualifications required for admission to the programme is available in the relevant programme specification www.uel.ac.uk/courses/index.htm

INFORMATION ON THE CONTENTS AND RESULTS GAINED (continued from previous page)

Mode of study

The programme specification sets out the modes of study available on a programme (www.uel.ac.uk/courses/index.htm). Students may move flexibly between full and part-time modes and the maximum study load in an academic year is set out in our modular framework regulations (www.uel.ac.uk/qa/manual/documents/PART3-ModelREgs.pdf). Programmes may also be studied on a distance learning basis as specified in the programme specification.

Programme requirements

A programme specification is produced for each programme and information on the aims and learning outcomes, programme structure, teaching, learning and assessment strategies, criteria for degree classification and mechanisms for quality assurance are contained within the programme specification (www.uel.ac.uk/courses/index.htm).

University regulations and procedures

As set out in the Regulations Manual (www.uel.ac.uk/qa/manual/index.htm) apply to all programmes.

Credit structure

Each module has a credit value, with credit allocated on the basis of 10 hours of study for each credit. 2 credits are equivalent to 1 ECTS credit. Awards are obtained as follows:

Undergraduate (Bologna 1st cycle)	Honours degree: 360 credits (levels 4-6 including 120 at level 6) Ordinary degree: 300 credits (levels 4-6 including 60 at level 6) Foundation degree: 240 credits (levels 4-5 including 120 at level 5)
Postgraduate (Bologna 2nd cycle)	Masters degree 180 credits (at level M/7) Postgraduate Diploma 120 credits (at level M/7) Postgraduate Certificate 60 credits (at level M/7)

Grading scheme

In order to pass a module, a student must achieve an aggregate mark of 40% (undergraduate) or 50% (postgraduate) and a specified threshold mark in all components of assessment. Marks are awarded on the scale 0-100. The final mark is calculated as a percentage

Reassessment

A student who does not pass a module on reassessment is entitled to repeat the module once. If the module is passed, the module mark is capped at 40% (undergraduate) or 50% (postgraduate) for the purposes of calculating the degree classification, but the actual mark achieved is also recorded on the student transcript.

Award classification

The award classification is based on a credit-weighted numerical average as follows:

Undergraduate (Bologna 1st cycle) (Honours degree)	70% - 100% 60% - 69% 50% - 59% 40% - 49%	First Class Honours Second Class Honours, First Division Second Class Honours, Second Division Third Class Honours
Foundation degree and Ordinary degree	70% - 100% 55% - 69% 40% - 54%	Distinction Merit Pass
Postgraduate (Bologna 2nd cycle) (Masters degree)	70% - 100% 60% - 69% 50% - 59%	Distinction Merit Pass

Full details of awards, grading, reassessment and classification can be found in the modular regulations (www.uel.ac.uk/qa/manual/documents/PART3-ModelREgs.pdf); please note that Regulations are regularly reviewed and updated. Students awarded for a postgraduate programme (Bologna 2nd cycle) before October 1 2007 will have been assessed according to the

Postgraduate (Bologna 2nd cycle) (Masters degree)	70% - 100% 65% - 69% 50% - 64%	Distinction Merit Pass
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INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study

An honours degree provides access to taught and research postgraduate study at either masters (Bologna 2nd cycle) or doctoral (Bologna 3rd cycle) level. A Masters degree provides access to research postgraduate study at doctoral level (Bologna 3rd cycle).

Professional status

Details of professional body accreditation provided by the award is shown on the programme specification ([www.uel.ac.uk/courses /index.htm](http://www.uel.ac.uk/courses/index.htm)).

Doctoral study: Bologna 3rd cycle

Information on doctoral programme regulations may be found at: www.uel.ac.uk/qa/manual/documents/part9-research.doc

ADDITIONAL INFORMATION

Further information sources: www.uel.ac.uk

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

In England, Wales and Northern Ireland (§), Higher Education institutions are independent, self-governing bodies active in teaching, research and scholarship and established by Royal Charter or legislation. 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. About ten percent of higher education provision is available in 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 or further education college.

Degree awarding powers and the title 'university':

All the universities and many of the higher education colleges have legal power to develop their own programmes and award their own degrees, and 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 programmes 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 this.

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 set out at: www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1

Institutions able to offer programmes leading to a degree of a recognised body ("Listed.Bodies") are listed by the English, Welsh and Northern Irish authorities. The list may be found at: www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2

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 for in England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA – established in 1997 as an independent UK-wide body to monitor the standard of higher education provision – www.qaa.ac.uk). The Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are "short cycle" qualifications within the first cycle.

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 universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of 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. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

Credit Systems

There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes of institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A)-level (including the "advanced supplementary"). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements for entry to particular programmes accordingly.

§ 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 Innovation Universities and Skills, 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

National Qualifications *	Framework for Higher Education Qualifications **	European HE Area Cycle / Typical Credits	Progression with Selection of Students
8 Specialist Awards	D (Doctoral) Doctorates	Third Cycle (540 where appropriate)	
7 Level 7 Diploma	M (Masters) Masters Degrees, Postgraduate Diplomas and Certificates	Second Cycle (180 / 120 / 60)	
6 Level 6 Diploma	H (Honours) Bachelors Degrees, Graduate Diplomas and Certificates	First Cycle (360)	
5 Level 5 BTEC Higher National Diploma	I (Intermediate) Diplomas of Higher Education and Further Education, Foundation Degrees, Higher National Diplomas	Short Cycle (240)	
4 Level 4 Certificate	C (Certificate) Certificates of Higher Education	(120)	
3 Level 3 Certificate Level 3 NVQ A Levels	Entry to each level of the Framework for Higher Education Qualifications is possible from the next lower level in the National Qualifications Framework or Framework for Higher Education Qualifications for students with the necessary pre-requisites	Entry	
s2 Level 2 Certificate Level 2 NVQ GCSE Grades A* - C			
1 Level 1 Certificate Level 1 NVQ GCSE Grades D - G			
Entry Entry Level Certificate in Adult Literacy	Typically one undergraduate academic year is 120 credits (compared to ECTS: 60 credits)		

* QCA / ACCAC / CCEA (non-HE)

** QAA

Taken from:
National Recognition
Information Centre for the
United Kingdom (UK NARIC)
Version 3, 17 February 2005