

## Higher Education Achievement Report (HEAR)

(Diploma Supplement)

Name: Panagiotis Triantafyllidis  
Award: Bachelor of Science in Business Computing and IT with Placement Year (Honours Degree)  
Fields of study: Business Computing and IT  
Classification: First Class Honours  
Award date: 23 June 2022

This Higher Education Achievement Report (HEAR) 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. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

Aston University usually produces HEARs in a digital format only. Only HEARs accessed via [www.gradintel.com](http://www.gradintel.com) can be considered valid and verified. Where the Higher Education Achievement Report is printed it is in black ink and carries the official University stamp.

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### 1. Information identifying the holder of the qualification

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1.1	Family name:	Triantafyllidis
1.2	Given names:	Panagiotis
1.3	Date of birth (day/month/year):	22 July 2000
1.4	Student reference number:	180055393
	HESA identification number:	1811080016394

*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.*

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### 2. Information identifying the qualification

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2.1	Name of qualification and (if applicable) title conferred:	Bachelor of Science in Business Computing and IT with Placement Year (Honours Degree)  The power to award degrees is regulated by law in the UK.
2.2	Main field(s) of study for the qualification:	Business Computing and IT
2.3	Name and status of awarding institution:	Aston University - a university established by Royal Charter in 1966, and a recognised body for the award of undergraduate and postgraduate degrees.

- 2.4 **Name and status of institution (if different from 2.3) administering studies:** As awarding institution
- 2.5 **Language(s) of instruction and examination:** Teaching and assessment at Aston University is in English, except for programmes of study involving language studies, where some teaching and assessment is in the relevant language/s.

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### 3. Information on the level of the qualification

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- 3.1 **Level of qualification:** Level 6 in the Framework for Higher Education Qualifications (FHEQ), FQ-EHEA 1st cycle degree or diploma compatible (see section 8 for further details).
- 3.2 **Official length of programme:** 4 years
- 3.3 **Access requirement(s):**

Students are normally required to have completed 13 years of school education or suitable experiential learning supplemented by recognised professional, foundation or access qualifications.

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### 4. Information on the contents and results gained

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- 4.1 **Mode of study:** Sandwich
- 4.2 **Programme requirements:**

**Minimum standard required to secure the qualification:**

480 credits with at least 90 at Level 6 and not more than 160 at Level 4 (ECTS equivalents 240, 45, 80) and including 120 credits from professional experience or training, or study abroad (ECTS equivalent 60)

**Special Features (if applicable):**  
Not applicable

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

<b>Programme start date</b>	14 September 2018
<b>Programme end date</b>	23 June 2022

**BSc Business Computing and IT 2018/9**

Module Code	Title	Level	Mark	Credits	ECTS Credits	Result
BF1120	Introductory Accounting for Business	4	60.67	15	8	Passed
BH1124	Introduction to Organisational Behaviour	4	67.00	15	8	Passed
BM1155	Introduction to Marketing Management	4	75.55	15	8	Passed
BN1119	Applications Development	4	82.00	15	8	Passed
BN1157	Principles of Operations Management	4	57.00	15	8	Passed
BN1191	Business Analysis Tools	4	76.00	15	8	Passed

BN1192	Foundations of Business Analytics	4	61.80	15	8	Passed
BS1195	Economic Environment of Business	4	61.00	15	8	Passed
<b>TOTAL YEAR 2018/9 CREDITS</b>				<b>120</b>	<b>60</b>	

**BSc Business Computing and IT 2019/0**

Module Code	Title	Level	Mark	Credits	ECTS Credits	Result
BM2294	Marketing Communications	5	70.00	15	8	Passed
BN2206	Dashboards & Spreadsheets	5	69.00	15	8	Passed
BN2208	Database Applications	5	79.60	15	8	Passed
BN2214	Enterprise Systems	5	74.35	15	8	Passed
BN2221	Personal & Professional Development	5	78.50	15	8	Passed
BN2233	Systems Analysis Project	5	70.50	15	8	Passed
BN2235	Systems Analysis	5	78.80	15	8	Passed
BN2236	Virtual Business Simulation	5	72.10	15	8	Passed
<b>TOTAL YEAR 2019/0 CREDITS</b>				<b>120</b>	<b>60</b>	

**BSc Business Computing and IT 2020/1**

Module Code	Title	Level	Mark	Credits	ECTS Credits	Result
BUP100	Undergraduate Placement Assessment	N/A	56.85	120	60	Passed
<b>TOTAL YEAR 2020/1 CREDITS</b>				<b>120</b>	<b>60</b>	

**BSc Business Computing and IT 2021/2**

Module Code	Title	Level	Mark	Credits	ECTS Credits	Result
BN3355	BCIT Project	6	78.33	30	15	Passed
BN3358	Technology & Practice of eCommerce	6	67.60	15	8	Passed
BN3360	Effective Management Consultancy 1	6	68.00	15	8	Passed
BN3362	Effective Project Delivery 1	6	76.00	15	8	Passed
BN3377	Information Security	6	81.00	15	8	Passed
BN3378	Sustainable Operations Management	6	55.00	15	8	Passed
BN3380	Managing IT in a Global Context	6	55.50	15	8	Passed
<b>TOTAL YEAR 2021/2 CREDITS</b>				<b>120</b>	<b>60</b>	
<b>TOTAL CREDITS AWARDED</b>				<b>480</b>	<b>240</b>	

**4.4 Grading scheme and, if available, grade distribution guidance:**

Mark %	Classification
70 or above	First Class Honours
60-69	Upper Second Class Honours
50-59	Lower Second Class Honours
40-49	Third Class Honours
35-39	Unclassified Pass

- 4.5 Overall classification of the qualification (in original language): First Class Honours

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## 5. Information on the function of the qualification

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### 5.1 Access to further study:

Holders of Honours qualifications are generally eligible for access to appropriate Masters programmes, MPhil or PhD research degrees (FHEQ Level 7/FQ-EHEA 2nd cycle or above) subject to the requirements of the individual institution.

### 5.2 Professional status (if applicable):

Not applicable

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## 6. Additional information

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Aston University has agreed a list of activities undertaken which will be recorded in the HEAR. All activities in this section have been verified by the University. This section also includes any University or departmental prizes. Other activities and achievements not included in the HEAR, may be recorded in a CV or e-portfolio. Visit <http://www.aston.ac.uk/current-students/hear> for further information.

### 6.1 Additional information:

#### 2018/9: Languages for All

This student has successfully completed one or two 10 credit language module(s) in their first year at Aston via our 'Languages for All Scheme.' 'Languages for All' allows students to take optional module(s) in Arabic, French, German, Japanese, Mandarin Chinese, Portuguese or Spanish at beginners, intermediate or advanced levels. Students who take part in the scheme are normally expected to attend one two hour session on campus during each week of term. In addition, several hours per week should be devoted by the student to independent language practice outside the classroom in order to complete work set by the tutor, and practise reading, writing and listening skills.

#### 2019/0: Students' Union - Society Silver Award

Given to an individual who has shown outstanding dedication to a society and gone above and beyond the call of duty.

#### 2019/0: Languages for All (Self Funded)

This student has successfully completed one or two 10 credit language module(s) during their studies at Aston via our self-funded version of the 'Languages for All Scheme.' 'Languages for All' allows students to take optional module(s) in Arabic, French, German, Japanese, Mandarin Chinese or Spanish at beginners, improvers or intermediate levels. Students who take part in the scheme are normally expected to attend one two hour session on campus during each week of term. In addition, several hours per week should be devoted by the student to independent language practice outside the classroom in order to complete work set by the tutor, and practise reading, writing and listening skills.

#### 2019/0: Students' Union - Society Committee

Part of an Aston Society Committee ensuring the society carried out activities pertaining to the specific society, and adequately provided for its members.

## 2019/0: Course Representatives

The role of a Course Representative is to represent the views of students for academic staff, and vice versa. The Course Representative position helps ensure the quality of degree programs and an inclusive university experience. You will keep your class mates in the loop of any course developments, influence course content and share in the future direction of the programme.

### 6.2 Further information sources:

Further information about all Aston University's programmes is available on the University web site:  
<http://www.aston.ac.uk/>

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## 7. Certification of the HEAR

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| 7.1 | Date of award:          | 23 June 2022   |
| 7.2 | Signature:              | <br>Alison Levey |
| 7.3 | Capacity:               | Academic 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 Ireland<sup>1</sup>, 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](http://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.

<sup>1</sup> 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

Framework for Higher Education Qualifications (FHEQ) <sup>5</sup>		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland <sup>6</sup>	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges <sup>3</sup>		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 <sup>rd</sup> cycle	Typically not credit rated <sup>1</sup>	Typically not credit rated		Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 <sup>nd</sup> cycle	180	60-120 <sup>2</sup>		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 <sup>st</sup> cycle	360	180-240		Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced <sup>4</sup>

<sup>1</sup>PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

<sup>2</sup>A range of 90-120 ECTS is typical of most awards

<sup>3</sup>1 ECTS credit is typically worth 2 UK credits

<sup>4</sup>The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

<sup>5</sup>For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.

<sup>6</sup>These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

Levels 2, 1  
and entry