Royal Holloway, University of London
Course specification for an undergraduate award
BSC PHYSICS WITH PHILOSOPHY (F3V5)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found here. Further information on the College's Admissions Policy can be found here.

Your degree course in BSc Physics with Philosophy is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The curriculum is characterised by strong progression and opportunities for specialisation throughout the course. Stages one and two provide a foundation for the later stages through a compulsory spine of modules that complete a core, discipline-specific, knowledge base. Stage three offers a wide range of optional modules for Single Honours students; for those taking Joint or Combined Honours, the compulsory spine extends into this stage.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.
Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	July 2022	**Location of study**	Egham Campus
Course award and title	BSc Physics with Philosophy	**Level of study**	Undergraduate
Course code	2277	**UCAS code**	F3V5
Year of entry	2021/22		
Awarding body	Royal Holloway, University of London		
Department or school	Physics	**Other departments or schools involved in teaching the course**	Politics, International Relations and Philosophy
Mode(s) of attendance	Full-time	**Duration of the course**	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	Institute of Physics (IOP) – successful completion of this course partially meets the educational requirement for becoming a Chartered Physicist.		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	**For queries on admissions:**	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information **The following table summarises the mandatory modules which students must take in each year of study**					
Year	**Module code**	**Module title**	**Credits**	**FHEQ level**	**Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC**
1	PH1110	Physics: Mathematics for Scientists 1	15	4	MNC
1	PH1120	Physics: Mathematics for Scientists 2	15	4	MNC
1	PH1141	Physics: Scientific Skills	15	4	MC
1	PH1320	Physics: Classical Mechanics	15	4	MC
1	PH1620	Physics: Classical Matter	15	4	MC
1	PH1920	Physics: Physics of the Universe	15	4	MC
1	PY1101	Problems of Knowledge	15	4	MNC
1	PY1002	Introduction to Modern Philosophy	15	4	MC
2	PH2130	Physics: Mathematical Methods	15	5	MC
2	PH2710	Physics: The Solid State	15	5	MC
2	PH2150	Physics: Scientific Computing Skills	15	5	MC
2	PH2210	Physics: Quantum Mechanics	15	5	MC
2	PH2610	Physics: Classical and Statistical Thermodynamics	15	5	MC
2	PH1420	Physics: Fields and Waves	15	4	MC
3	PH2310	Physics: Optics	15	5	MC

3	PH2420	Physics: Electromagnetism	15	6	MC
3	PH3010	Physics: Advanced Skills	15	6	MC
3	PH3110	Physics: Experimental/Theoretical Project	15	6	MNC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

All modules in Stages 1 and 2 are mandatory for Physics; in stage 2 students must choose 30 credits of optional modules in Philosophy. In Stage 3, students must choose options at FHEQ Level 6 to the value of 30 credits offered by Physics and 30 credits offered by the Department of Politics, International Relations and Philosophy. You may not take more than 30 credits of Stage 2 (FHEQ Level 5) modules across Stage 3. When choosing optional modules you must be sure to satisfy any prerequisites.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the College's Undergraduate Regulations (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

The aims of this course are:

- to impart a secure knowledge of the fundamental elements of Physics;
- to nurture confidence in the use of appropriate mathematical techniques;
- to develop the skills and knowledge required for experimentation and/or theoretical modelling;
- to promote oral and written communication skills;
- to teach the effective use of information technology and computing facilities for the treatment and presentation of experimental data;
- to provide a sound awareness of safety procedures and environmental issues;
- to develop and strengthen problem solving abilities;
- to provide a firm foundation for postgraduate research and further study in the physical sciences or for entry into a wide range of both scientific and non-vocational careers.

Section 6 - Course learning outcomes **In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)**			
Course Learning Outcome	**Level 4**	**Level 5**	**Level 6**
1: Understand the core areas of physics, i.e., electromagnetism, quantum and classical mechanics, statistical physics and thermodynamics, wave phenomena and the properties of matter (K)	1.4.1: Understand some core areas of classical physics 1.4.2: Show awareness of non-classical phenomena	1.5.1: Understand core areas of classical physics including its basic laws and principles 1.5.2: Understand some areas of non-classical physics	1.6.1: Understand the core areas of classical physics 1.6.2:Understand the core areas of non-classical physics including its basic physical laws and principles
2: Apply core physics principles to diverse areas of Physics, and demonstrate an appreciation of recent developments in physics (K)			2.6.1: Apply core physics principles to diverse areas of Physics 2.6.2: Demonstrate an appreciation of recent developments in physics
3: Understand the core questions, theories, and specialist terminology in the central areas of philosophy (K)	3.4.1: Recall information about philosophical theories and understand the relevant terminology	3.5.1: Discuss core philosophical questions and theories	3.6.1: Explain the key issues in philosophical debates and theories
4: Apply mathematical and computational techniques to model, describe and predict physical behaviour (K)	4.4.1:Understand mathematical techniques 4.4.2: Remember how to interpret information from numerical manipulation graphically	4.5.1: Apply mathematical techniques to model and describe physical behaviour 4.5.2: Apply computational techniques to model, describe and predict physical behaviour	4.6.1: Apply mathematical techniques to predict physical behaviour
5: Formulate and solve complex problems in physics (S)	5.4.1: Identify and use relevant principles and laws when dealing with simple problems	5.5.1: Solve problems by selecting and using appropriate mathematical and physical techniques and by making appropriate approximations	5.6.1: Formulate and solve complex problems in unrehearsed contexts by applying physics knowledge across topic boundaries
6: Interpret complex philosophical texts, paying attention to different modes of argumentation and the variety of literary forms that philosophical writing can take (S)	6.4.1: Appreciate the variety of literary forms in which philosophy has and can been written	6.5.1: Understand the different criteria used to assess the claims made if different types of philosophical text	6.6.1: Critically assess a variety of different types of philosophical text and understand the strengths and weakness of different genres of writing
7: Plan, design and safely execute an effective experiment or investigation, and critically analyse its results (S)	7.4.1: Safely execute an experiment or investigation 7.4.2: Analyse its results by evaluating their level of uncertainty		7.6.1: Plan, design and safely execute an effective experiment or investigation 7.6.2: Critically analyse its results, compare them with expected outcomes, theoretical and computational models, evaluate their

			significance and set them in context by comparison with published data
8: Exploit ICT including appropriate software packages/ systems for the analysis of data, simulation of physical systems and the retrieval of appropriate information (S)	8.4.1: Show awareness of ICT including appropriate software packages/ systems for the analysis of data, simulation of physical systems and the retrieval of appropriate information	8.5.1: Use ICT including appropriate software packages/ systems for the analysis of data, simulation of physical systems and the retrieval of appropriate information	8.6.1: Exploit ICT including appropriate software packages/ systems for the analysis of data, simulation of physical systems and the retrieval of appropriate information
9: Carry out elements of independent investigative work of an open-ended nature that demonstrates creativity (S)			9.6.1: Show creativity to carry out independent investigative work of an open-ended nature 9.6.2: Use new techniques in a theoretical, computational or experimental context
10: Work independently, manage their own learning and critically evaluate complex information including research based materials including philosophical ideas from both historical and contemporary sources (*)	10.4.1: Work independently by being organised and meeting deadlines 10.4.2: Show awareness of investigative skills including curiosity 10.4.3: Make use of information including appropriate texts and learning materials 10.4.4: Begin to appreciate both the strengths and weakness of philosophical ideas	10.5.1: Work independently by taking the initiative 10.5.2: Use investigative skills including the ability to adapt their own learning 10.5.3: Make sense of information including learning materials 10.5.4: Recognize strengths and weakness of philosophical ideas	10.6.1: Manage their own learning 10.6.2: Show the ability to focus 10.6.3 Manage and use research-based materials 10.6.4: Explain fully the strengths and weakness of philosophical ideas
11: Tackle intricate problems logically and accurately and identify and analyse arguments made in a variety of contexts, both theoretical and practical (*)	11.4.1: Use logical arguments 11.4.2: Pay attention to detail 11.4.3: Recognize an argument and understand the difference between good and bad arguments	11.5.1: Construct logical arguments 11.5.2: Use technical language correctly 11.5.3: Assess the quality of arguments as used in a wide range of contexts	11.6.1: Manipulate precise and intricate ideas 11.6.3: Deploy arguments effectively and explain why poor arguments are ineffective
12: Communicate scientific content and philosophical ideas clearly, concisely and accurately, both in written work and orally (*)	12.4.1: Communicate basic scientific information accurately and with some clarity 12.4.2: Understand the importance of clarity and precision in philosophical discussion and writing	12.5.1: Communicate scientific information clearly, concisely and accurately 12.5.2: Deploy well-formed arguments in discussion and written work	12.6.1: Communicate scientific information clearly, concisely and accurately, including through scientific reports 12.6.2: Effectively argue for or against a view in a wide variety of contexts, both orally and in written work

13: Work as part of a team (*)	13.4.1: Work in a group	13.5.1: Interact constructively as part of a team	13.6.1: Work in a group and interact constructively as part of a team and by taking the lead
14: Work and behave professionally including with integrity (*)	14.4.1: Work with integrity	14.5.1: Work with empathy	14.6.1: Embed social conscience in the evaluation of your work

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of Physics. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching is mostly by means of lectures, seminars, laboratory practical classes and problem-solving sessions; the latter generally providing a forum for you, with the support of your instructors, to work through problem sets and applications in a smaller and more interactive setting. Learning is through participation in lectures and seminars, designated reading, completion of problem sets and guided independent study and research. You are expected to meet basic standards in information technology, for which training is provided by the College Computer Centre. Assessment of knowledge and understanding is mainly by formal, unseen written examination; coursework exercises, laboratory reports, oral and poster presentations and a Project dissertation are also assessed. A detailed mapping of the ways in which particular modules and modules achieve the courses' learning outcomes may be found in the Department of Physics Student Handbook. Full details of the assessments for individual modules can be obtained from the Department.

Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Module Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

Section 8 – Additional costs
£55
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	**Criteria**	**Awarding body**
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College

Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College