Royal Holloway, University of London
Course specification for an undergraduate award
BSC PHYSICS (FOUR YEAR COURSE WITH FOUNDATION YEAR) (F30F)

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 University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here.

The Foundation Year prepares you for university study by offering a rigorous introduction to university level study methods and skills transitioning from FHEQ level 3 to FHEQ level 4. It provides progressive structures in which you are able to gain ever-wider knowledge and understanding of approaches to scientific study and your chosen degree subject, together with embedded practice and study skills, leading towards increasingly discipline specific activities in the practical laboratories or individual project modules which facilitate greater levels of specialisation and individual choice. All modules are mandatory for the foundation year, but subject to good academic performance will allow transfer to other Engineering, Physical and Mathematical Science foundation years. The modules are to provide a strong foundation in mathematics, computing and practical skills to succeed in later years of the degree programme. The mathematics and physics taught modules are primarily assessed by examinations which will allow to practice key skills and exam techniques. The laboratory and project modules are assessed by lab-reports and project reports respectively.

For some programmes there is the option of part-time study (the foundation year is full time). In that case a stage may be spread over two years of study; in each part-time year you will follow courses to the value of 60 credits. Upon progressing to the first year of your degree programme, you will complete a core, discipline-specific, knowledge base in stage one and two. Stage three offers a wide range of optional courses for Single Honours students; for those taking Joint or Combined Honours, the compulsory spine extends into this stage. During your degree programme you will broaden your knowledge and understanding, and be able to develop appropriate skills in Physics enabling you to graduate ready for employment in industry.

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	May 2024	**Location of study**	Egham Campus
Course award and title	BSc Physics	**Level of study**	Undergraduate
Course code	3455	**UCAS code**	F30F
Year of entry	2025/26		
Awarding body	Royal Holloway, University of London		
Department or school	Physics	**Other departments or schools involved in teaching the course**	N/A
Mode(s) of attendance	Full-time Part-time (stages 1-3 only)	**Duration of the course**	4 years 7 years (stages 1-3 may be taken in part time mode)
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**
0	FY0020	Foundation Physical Sciences I	15	HE level 0	MC
0	FY0016	Foundation Physical Sciences II	15	HE level 0	MC
0	FY0018	Engineering Society	15	HE level 0	MC
0	FY0022	Foundation Programming	15	HE level 0	MC
0	FY0030	Foundation Mathematics I	15	HE level 0	MNC
0	FY0031	Foundation Mathematics II	15	HE level 0	MNC
0	PH1998	Foundation Practical Skills	15	HE level 0	MC
0	PH1999	Foundation Individual Scientific Project	15	HE level 0	MC
1	PH1110	Mathematics for Scientists 1	15	4	MNC
1	PH1120	Mathematics for Scientists 2	15	4	MNC
1	PH1140	Scientific Skills 1	15	4	MC
1	PH1150	Scientific Skills 2	15	4	MC
1	PH1320	Classical Mechanics	15	4	MC
1	PH1420	Fields and Waves	15	4	MC
1	PH1620	Classical Matter	15	4	MC
1	PH1920	Physics of the Universe	15	4	MC

2	PH2130	Mathematical Methods	15	5	MC
2	PH2150	Scientific Computing Skills	15	5	MC
2	PH2210	Quantum Mechanics	15	5	MC
2	PH2250	Scientific Skills 3	15	5	MC
2	PH2310	Optics	15	5	MC
2	PH2420	Electromagnetism	15	5	MC
2	PH2610	Classical and Statistical Thermodynamics	15	5	MC
2	PH2710	The Solid State	15	5	MC
3	PH3010	Advanced Skills	15	6	MC
3	PH3110	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.

In stage three, you must choose options to the value of 90 credits from the courses offered by the Department.

In choosing options you may take no more than 30 credits of stage two (FHEQ level 5) courses in the third year.

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 Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

There is flexibility within the Foundation Year for you to take your Individual Project in one of the other departments in the School of Engineering, Physical and Mathematical Sciences offering a Foundation Year. The degree course you choose to take after progression is likely to depend on the individual project you select during the foundation year.

Part-time study – a stage may be spread over two years of study; in each part-time year you will follow courses to the value of 60 credits. Please note that the Foundation Year is not available in part time mode.

Stage 1a
PH1110 Mathematics for Scientists 1 (MNC)
PH1120 Mathematics for Scientists 2 (MNC)
PH1320 Classical Mechanics
PH1920 Physics of the Universe

Stage 1b
PH1140 Scientific Skills 1
PH1150 Scientific Skills 2
PH1420 Fields and Waves
PH1620 Classical Matter

Stage 2a
PH2130 Mathematical Methods
PH2210 Quantum Mechanics
PH2510 Atomic and Nuclear Physics
PH2610 Classical & Statistical Thermodynamics

Stage 2b
PH2150 Scientific Computing Skills
PH2310 Optics
PH2420 Electromagnetism
PH2710 The Solid State

Stages 3a & b
PH3010 Advanced Skills
PH3110 Experimental or Theoretical Project (MNC)

In stage 3 you must choose options to the value of 90 credits from the courses offered by the Department.
In choosing options you may take no more than 30 credits of stage two (FHEQ level 5) courses in the third year.
When choosing optional courses you must be sure to satisfy any prerequisites.

In Stage 3 students may choose, with advice, which courses they take in which years. This is largely a matter of personal choice, although a balance of courses between the first and second terms must be ensured.

Section 5 – Educational aims of the course

The aims of this course are:

For the Foundation Year:

- to develop the required skills in mathematical concepts and techniques and for you to apply these concepts to problems in Engineering, Computer Science, Maths and Physics, in preparation for level 4 study;
- to equip you with the basic experimental, programming or practical techniques required for scientific degrees;
- to start the process of independent project work in science with support of expert academics;
- to put in context scientific knowledge and developments into a wider context of history, society and globalisation.

Following on to aims for the BSc:

- 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 (*)*)

Theme	Course learning outcome	Level 3	Level 4	Level 5	Level 6
Core physics knowledge	1: Apply the core areas of physics, i.e., electromagnetism, quantum and classical mechanics, statistical physics and thermodynamics, wave phenomena and the properties of matter	Knowledge of and ability to apply mathematics to scientific and computational problems.	1.4.1: Understand some core areas of classical physics. 1.4.2: Show awareness of non-classical phenomena.	1.5.1: Apply core areas of classical physics including its basic laws and principles. 1.5.2: Understand some areas of non-classical physics.	1.6.2: Apply the core areas of non-classical physics including its basic physical laws and principles.
Advanced physics knowledge	2: Apply core physics principles to evaluate diverse areas of Physics, and demonstrate an appreciation of recent developments in physics	Working knowledge of a least one high level programming language.			2.6.1: Apply core physics principles to diverse areas of physics. 2.6.2: Demonstrate an appreciation of recent developments in physics.
Mathematical and numerical modelling skills	3: Apply mathematical and computational techniques to model, describe and predict physical behaviour	Understanding of applying fundamental physics concepts to simple problems.	3.4.1: Understand mathematical techniques. 3.4.2: Recall how to interpret information from numerical manipulation graphically	3.5.1: Apply mathematical techniques to model, describe and predict physical behaviour. 3.5.2: Apply computational techniques to model, describe and predict physical behaviour	
Problem solving skills	4: Formulate and solve complex problems in physics	Start to take responsibility and developing the individual learning, communication and research skills.	4.4.1: Identify and use relevant principles and laws when dealing with simple problems	4.5.1: Solve problems by selecting and using appropriate mathematical and physical techniques and by making appropriate approximations.	4.6.1: Formulate and solve complex problems in unrehearsed contexts by applying physics knowledge across topic boundaries.

Practical and investigative skills	5: Plan, design and safely execute an effective experiment or investigation, and critically analyse its results		5.4.1: Safely execute an experiment. 5.4.2: Analyse its results by evaluating their level of uncertainty.	5.5.1: Design and safely execute an experiment. 5.5.2: Analyse its results and compare them with expected outcomes, theoretical and computational models	5.6.1: Plan, design and safely execute an effective experiment or investigation. 5.6.2: Critically analyse its results, evaluate their significance, and set them in context by comparison with published data.
ICT skills	6: Exploit ICT including appropriate software packages/ systems for the analysis of data and simulation of physical systems, and use ICT for the retrieval of appropriate information, word processing and presentation preparation.		6.4.1: Show awareness of appropriate software packages/ systems for the analysis of data and simulation of physical systems. 6.4.2: Show awareness of bibliographic search tools and use software for word processing and presentation preparation.	6.5.1: Use appropriate software packages/ systems for the analysis of data and simulation of physical systems.	6.6.1: Exploit appropriate software packages/ systems for the analysis of data and simulation of physical systems. 6.6.2: Use bibliographic search tools.
Scientific project skills	7: Carry out elements of independent investigative work of an open-ended nature that demonstrates creativity.				7.6.1: Show creativity to carry out independent investigative work of an open-ended nature. 7.6.2: Use new techniques in a theoretical, computational or experimental context.
Personal and investigative skills	8: Work independently, manage their own learning and critically evaluate complex information including research-based materials		8.4.1: Work independently by being organised and meeting deadlines.	8.5.1: Work independently by taking the initiative. 8.5.2: Use investigative skills including the ability to adapt their own learning.	8.6.1: Manage their own learning. 8.6.2 Show the ability to focus.

			8.4.2: Show awareness of investigative skills including curiosity. 8.4.3: Make use of information including appropriate texts and learning materials.	8.5.3: Make sense of information including learning materials.	8.6.3 Manage and use research-based materials.
Analytical thinking skills	9: Tackle intricate problems logically and accurately.		9.4.1: Use logical arguments. 9.4.2: Pay attention to detail.	9.5.1: Construct logical arguments. 9.5.2: Use technical language correctly.	9.6.1: Manipulate precise and intricate ideas.
Communication skills	10: Communicate scientific content clearly, concisely and accurately.		10.4.1: Communicate basic scientific information accurately and with some clarity to your peers.	10.5.1: Communicate scientific information clearly, concisely and accurately to your peers.	10.6.1: Communicate scientific information clearly, concisely and accurately, including through scientific reports, to a scientific or other professional audience.
Team work skills	11: Work as part of a team.		11.4.1: Work in a group.	11.5.1: Interact constructively as part of a team.	11.6.1: Work in a group and interact constructively as part of a team and by taking the lead.
Integrity and further professional skills	12: Work and behave professionally including with integrity.		12.4.1: Work with integrity.		12.6.1: Work with empathy.

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 University 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.

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. Assessments designated as 'summative' will receive a mark 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.

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.

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