

# UNIVERSITY OF STRATHCLYDE

## DEPARTMENT OF PHYSICS

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### **2025 HANDBOOK FOR**

#### ***MPhys***

#### ***MPhys Physics with Advanced Research***

#### ***Honours BSc Physics***

#### ***Honours BSc Physics with Teaching***

#### ***Honours BSc Mathematics and Physics***

**Welcome to the University of Strathclyde and to the Department of Physics!**

Dear Students,

I am delighted to welcome you to the University of Strathclyde and to the Department of Physics!

This Handbook is your essential guide to navigating your academic adventure. Inside, you'll discover everything you need to know about our degree modules, degree regulations, key contacts and administrative information. Whenever you need guidance or have questions, remember that our doors are always open. Reach out to your Personal Development Adviser, Adviser of Study, course Lecturer, or any of our friendly staff members. They are here to support you and connect you with the right resources within the University's extensive support network.

We are especially proud of our purpose-built Teaching Laboratories on Level 4 of the John Anderson Building, now in their second year of full use. These labs have transformed the student experience, with modern facilities and new experiments in optics and other areas of physics that allow for more engaging, hands-on learning. It has been great to see how well students have embraced the new labs, and we look forward to you benefitting from them this year.

My colleagues and I are eager to share our passion for Physics with you and to welcome you warmly to the Physics Department. Get ready for an inspiring and successful time at Strathclyde!

Wishing you an enjoyable and rewarding academic journey,  
Professor Stefan Kuhr, Head of Department.

**This Handbook should be read in conjunction with the University's guidance that provides extensive general information: <https://www.strath.ac.uk/studywithus/strathlife/>**

**Important up-to-date Departmental information is available on the [Physics Personal Development](#) page on Myplace. We believe the information provided is correct at the date of publishing but may be subject to revision.**

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## GENERAL INFORMATION

### COURSES

#### *MPhys Physics*

This is normally a 5-year degree that places the emphasis on up-to-date physics. In the final year of this course students encounter modules that are necessary to produce a graduate physicist capable of working in a research environment in either industry or academia.

In year 3, in addition to the core physics modules, students can choose from a set of advanced modules in mathematical physics, computational physics, experimental physics, or communicating physics. In Year 4 students can choose optional modules from a range of diverse topics, such as theoretical physics, plasma physics, atomic and molecular physics, quantum optics or photonics and then extend the depth of coverage of these subjects through Year 5.

Within the MPhys degree structure, the students have the opportunity to tailor their modules in the final two years to a given specialisation in a particular subject area. This is done by selecting modules relating to an area of expertise offered by the department and pursuing a project in that area over the 4<sup>th</sup> and 5<sup>th</sup> years of study.

Current specialisations are:

- **Nanoscience**, requiring PH454 Topics in Nanoscience and PH554 Advanced Topics in Nanoscience
- **Photonics**, requiring PH455 Topics in Photonics and one from PH552 Advanced Topics in Physics or PH562 Advanced Topics in Photonics
- **Quantum Optics**, requiring PH422 Topics in Quantum Physics and PH562 Advanced Topics in Quantum Optics
- **Solid State Physics**, requiring PH453 Topics in Solid State Physics, PH553 Advanced Topics in Solid State Physics

#### *MPhys Physics with Advanced Research*

This integrated 5-year Masters course provides in-depth learning and additional research opportunities for highly ambitious and motivated students. The course is identical for all students in years 1 & 2. In year 3 students must take the Mathematical Physics module, PH389. In year 4 students take the Level 5 Research Skills module, PH551 and in the final year 5, students will undertake a 100 credit project which starts during the summer holiday between years 4 and 5.

#### *Honours BSc Physics*

This is a 4-year degree course providing students with a thorough grounding in the fundamentals of physics. In the final 4<sup>th</sup> year of the course, students select optional modules from the same set that are offered to the MPhys degree students (see the section above).

#### *Honours BSc Physics with Teaching*

This 4-years degree is offered in conjunction with the [Strathclyde Institute of Education](#) within the Faculty of Humanities and Social Science and it is a qualification designed to prepare graduates to become teachers of physics in secondary schools. This degree not only covers the same core physics syllabus as the BSc Physics degree but also allows students the time to acquire the educational theory and classroom practice necessary for registration with the General Teaching Council for Scotland.

## Honours BSc Mathematics and Physics

The aim of this 4-year degree, offered jointly with the [Department of Mathematics and Statistics](#), is to provide students with a joint qualification in Mathematics and Physics by providing the opportunity to pursue both Mathematics and Physics to a high level. It contains the physics necessary for future fundamental and applied work. Again, in the 4<sup>th</sup> year, students can choose optional modules from both the department of Physics and the department of Mathematics and Statistics.

### THE ACADEMIC YEAR 2025/2026

You are expected to attend induction events during the Welcome and Development week. These include the appropriate **First Day Meeting** for your year group, the Department Welcome Event (which includes an industry & research fair) and the Personal Development Advisor (PDA) family events. You will receive an e-mail with details of all events.

If you are newly arrived at Strathclyde, you will receive a welcome email containing details of your PDA. Returning students can check who their PDA is on Pegasus.

The Strathclyde [Student Union](#) are also running Freshers Week events.

Please see below for key dates for Academic Year 2025-26.

#### Semester 1

##### 15 September 2025 – 9 January 2026

Event	Dates	Academic year structure*
Welcome and development week	15 September 2025 to 21 September 2025	1 week
Semester 1 Teaching block 1	22 September 2025 to 7 December 2025	11 weeks
University closed	29 September 2025	
Formal assessment period	8 December 2025 to 19 December 2025	2 weeks
Student holiday: Winter vacation	22 December 2025 to 9 January 2026 (inclusive)	3 weeks
University closed	23 December 2025 to 4 January 2026 (inclusive)	

#### Semester 2

##### 13 January 2026 - 23 May 2026

Event	Dates	Academic year structure*
Consolidation and development week	12 January 2026 - 18 January 2026	1 week
Semester 2 Teaching block 2	19 January 2026 - 4 April 2026	11 weeks
University closed	3 April 2026 and 6 April 2026	
Student holiday: spring vacation	7 April 2026 to 17 April 2026 (inclusive)	2 weeks
Formal assessment period	20 April 2026 to 22 May 2026	5 weeks
University closed	4 May 2026	

## Other key dates

### 25 May 2026 - 11 September 2026

Event	Dates	Academic year structure*
University closed	25 May 2026	
Student holiday: summer vacation	25 May 2026 to 11 September 2026 (inclusive)	16 weeks
University closed	17 July 2026 to 20 July 2026	
Formal assessment period	29 July 2026 to 11 August 2026	

**Please note:** this information may be subject to change.

\*This represents the University's standard academic year structure as outlined in the [Policy on the Academic Year and Teaching Calendar](#). Senate has overall responsibility for determining the shape of the standard academic year.

Exam Information and Dates can be found on the [Examinations web page](#).

*Staff will notify you about the hand in dates as the modules progress and will be published on each class page on MyPlace.*

***These dates are correct at the time of publishing, but you are strongly advised to check the [Key dates for academic sessions 2025-26](#) regularly for any changes.***

## YEAR COORDINATORS

Each student in the Department is assigned a Year Coordinator who is responsible for advising the students about their current curriculum. Each year group will meet with their Year Coordinator at the appropriate year group First Day Meeting.

### *The Programme Year Coordinators for 1<sup>st</sup> year:*

MPhys	<a href="mailto:physics-yr1-coordinator@strath.ac.uk">Dr Gordon Robb</a>	<a href="mailto:physics-yr1-coordinator@strath.ac.uk">physics-yr1-coordinator@strath.ac.uk</a>
MPhys with Advanced Research	Dr Gordon Robb	<a href="mailto:physics-yr1-coordinator@strath.ac.uk">physics-yr1-coordinator@strath.ac.uk</a>
Physics, BSc Honours	Dr Gordon Robb	<a href="mailto:physics-yr1-coordinator@strath.ac.uk">physics-yr1-coordinator@strath.ac.uk</a>
Physics with Teaching, BSc Honours	Dr Gordon Robb	<a href="mailto:physics-yr1-coordinator@strath.ac.uk">physics-yr1-coordinator@strath.ac.uk</a>
Mathematics and Physics, BSc Honours	<a href="mailto:lindsey.corson@strath.ac.uk">Dr Lindsey Corson</a>	Mathematics and Statistics

### *The Programme Year Coordinators for 2<sup>nd</sup> year:*

MPhys	<a href="mailto:physics-yr2-coordinator@strath.ac.uk">Dr Elmar Haller</a>	<a href="mailto:physics-yr2-coordinator@strath.ac.uk">physics-yr2-coordinator@strath.ac.uk</a>
MPhys with Advanced Research	Dr Elmar Haller	<a href="mailto:physics-yr2-coordinator@strath.ac.uk">physics-yr2-coordinator@strath.ac.uk</a>
Physics, BSc Honours	Dr Elmar Haller	<a href="mailto:physics-yr2-coordinator@strath.ac.uk">physics-yr2-coordinator@strath.ac.uk</a>
Physics with Teaching, BSc Honours	Dr Elmar Haller	<a href="mailto:physics-yr2-coordinator@strath.ac.uk">physics-yr2-coordinator@strath.ac.uk</a>
Mathematics and Physics, BSc Honours	<a href="mailto:ainsley.miller@strath.ac.uk">Dr Ainsley Miller</a>	Mathematics and Statistics

### *The Programme Year Coordinators for 3<sup>rd</sup> year:*

MPhys	<a href="mailto:physics-yr3-coordinator@strath.ac.uk">Dr. Brian Patton</a>	<a href="mailto:physics-yr3-coordinator@strath.ac.uk">physics-yr3-coordinator@strath.ac.uk</a>
MPhys with Advanced Research	Dr. Brian Patton	<a href="mailto:physics-yr3-coordinator@strath.ac.uk">physics-yr3-coordinator@strath.ac.uk</a>
Physics, BSc Honours	Dr. Brian Patton	<a href="mailto:physics-yr3-coordinator@strath.ac.uk">physics-yr3-coordinator@strath.ac.uk</a>
Physics with Teaching, BSc Honours	Dr. Brian Patton	<a href="mailto:physics-yr3-coordinator@strath.ac.uk">physics-yr3-coordinator@strath.ac.uk</a>
Mathematics and Physics, BSc Honours	<a href="mailto:m.langer@strath.ac.uk">Dr Matthias Langer</a>	Mathematics and Statistics

### *The Programme Year Coordinators for 4<sup>th</sup> year:*

MPhys	<a href="mailto:physics-yr4-coordinator@strath.ac.uk">Dr Peter Kirton</a>	<a href="mailto:physics-yr4-coordinator@strath.ac.uk">physics-yr4-coordinator@strath.ac.uk</a>
MPhys with Advanced Research	Dr Peter Kirton	<a href="mailto:physics-yr4-coordinator@strath.ac.uk">physics-yr4-coordinator@strath.ac.uk</a>
Physics, BSc Honours	Dr Peter Kirton	<a href="mailto:physics-yr4-coordinator@strath.ac.uk">physics-yr4-coordinator@strath.ac.uk</a>
Physics with Teaching, BSc Honours	<a href="mailto:c.robbs@strath.ac.uk">Mrs Catriona Robb</a>	<a href="mailto:c.robbs@strath.ac.uk">c.robbs@strath.ac.uk</a>
Mathematics and Physics, BSc Honours	<a href="mailto:barry.miller@strath.ac.uk">Dr Barry Miller</a>	<a href="mailto:barry.miller@strath.ac.uk">barry.miller@strath.ac.uk</a>

### *The Programme Year Coordinators for 5<sup>th</sup> year:*

MPhys	<a href="mailto:physics-yr5-coordinator@strath.ac.uk">Dr Carol Trager-Cowan</a>	<a href="mailto:physics-yr5-coordinator@strath.ac.uk">physics-yr5-coordinator@strath.ac.uk</a>
MPhys with Advanced Research	Dr Carol Trager-Cowan	<a href="mailto:physics-yr5-coordinator@strath.ac.uk">physics-yr5-coordinator@strath.ac.uk</a>

If you have an issue which your Year Coordinator cannot help you with, then please contact the Director of Student Support: [physics-director-student-support@strath.ac.uk](mailto:physics-director-student-support@strath.ac.uk) (Dr Fabien Massabuau)

## FACULTY OF SCIENCE

The Faculty of Science includes the Departments of Physics, Mathematics and Statistics, Computer and Information Science, Pure and Applied Chemistry as well as the Strathclyde Institute of Pharmacy

and Biomedical Sciences which comprises the bioscience departments. The Faculty, one of four in the University, has administrative and financial powers devolved to it by the University.

The current office-holders in the Faculty are:

<b>Associate Principal &amp; Executive Dean:</b>	<a href="#">Professor Duncan Graham</a>
Vice Dean (Academic)	<a href="#">Dr Lorraine Gibson</a>

Permanent administrative staff of the Faculty are:

Faculty Manager:	<a href="#">Robert Lawrie</a>
Deputy Faculty Manager:	<a href="#">Christine Dowds</a>
Faculty Officer (Academic Quality & Research):	<a href="#">Craig McMurray</a>

Enquiries to Faculty staff can be emailed to [science-enquiries@strath.ac.uk](mailto:science-enquiries@strath.ac.uk)

## THE PHYSICS DEPARTMENT

The Department is housed in the [John Anderson \(JA\) building](#). The John Anderson Building is open Monday to Friday from 8.00 am to 6.00 pm.

The Department has over 50 academic staff. The Head of Department is Professor Stefan Kuhr (JA 8.02). Information on the Department and its staff can be found on the [Physics Department's website](#)

Key staff are:

Head of Department:	<a href="#">Professor Stefan Kuhr</a>
Deputy Head of Department:	<a href="#">Professor Robert Martin</a>
Director of Research:	<a href="#">Professor Jonathan Pritchard</a>
Director of Teaching:	<a href="#">Professor John Jeffers</a>
Deputy Director of Teaching:	<a href="#">Dr Alison Yao</a>
Director of Student Support:	<a href="#">Dr Fabien Massabuau</a>

Should you need to contact a member of staff, contact details can also be found on the [Department website](#). Alternatively, messages for staff may be left with staff in the Student Enquiry Office JA 8.31 on the 8<sup>th</sup> floor of the John Anderson Building. Photographs of all the staff are displayed on the 8<sup>th</sup> floor of the John Anderson Building outside JA 8.03.

**It is essential that you check both your university email account and any class announcements made through the University Virtual Learning Environment - MyPlace on a regular basis.**

The Department makes available JA 8.18 (The Bob Illingworth Room) as a Student Reading Room for students of all years and of all courses. Students take advantage of this being a quiet space and we ask that you recognise this and don't use it for conversing, eating or drinking.

There is also a Student Common Room located in the [Graham Hills Building](#) GH 5.65.



## **General Information**

### **ADVICE FOR STUDENTS REQUIRING DISABILITY SUPPORT**

#### **Students with disabilities**

The University is committed to providing an inclusive learning and working environment for disabled people. If you have, or think you have, a disability we encourage you to disclose it as soon as possible. Declaring your disability will enable you to access any additional support that you may need and help to ensure you become a successful student. The information you provide will be treated as confidential and will not be shared with other staff without your consent.

The University has a dedicated Disability & Wellbeing Service that offers specific advice, information and assistance to disabled students, including information on the Disabled Students Allowance (DSA). Further information is available from the [Disability & Wellbeing Service](#) website.

The Physics Departmental Disability Contacts (DDCs) are Dr Ben Hourahine and Ms Jacqui Gordon ([physics-ddc@strath.ac.uk](mailto:physics-ddc@strath.ac.uk)).

Please inform the DDCs and **also** the Disability & Wellbeing Service ([disability-wellbeing@strath.ac.uk](mailto:disability-wellbeing@strath.ac.uk)) of your needs as soon as possible. The Disability & Wellbeing Service will then formally communicate your needs to your Department/ School.

Only students who have submitted all their referral paperwork and supporting evidence to the Disability & Wellbeing Service will be guaranteed to be considered for exam adjustments for the first exam diet in early December. **Students should submit evidence relating to a disability as soon as possible.**

Email: [disability-wellbeing@strath.ac.uk](mailto:disability-wellbeing@strath.ac.uk) Telephone: 0141 548 3402

Location: Disability & Wellbeing Service,  
Rm 467, Mary Dunn Wing,  
Learning & Teaching Building

#### **Issues with Physical Access on campus**

If you experience an issue with physical access anywhere on campus, please email: [physicalaccess@strath.ac.uk](mailto:physicalaccess@strath.ac.uk) where a member of Estates staff will be able to help.

### **IF YOU HAVE ADDITIONAL SUPPORT NEEDS YOU MUST NOTIFY THE DISABILITY SERVICE AS SOON AS POSSIBLE SO THAT THE NECESSARY ADJUSTMENTS CAN BE PUT IN PLACE.**

To ensure the Department meets your needs as defined by the Disability & Wellbeing Service, The Department Disability Contacts can be reached at [physics-ddc@strath.ac.uk](mailto:physics-ddc@strath.ac.uk). Should you have any questions then please do not hesitate to use this email address as first point of contact and we will try our best to help or direct you to further support.

In addition to the Disability & Wellbeing Service the University offers a range of additional support services. Details of these various services can be found at [Student Advice and Support](#)

### **ABSENCE AND RECORDING PERSONAL CIRCUMSTANCES**

If you are absent from the University for up to 7 days you should record a self-certification online via PEGASUS using the Personal Circumstances link under the Services tab. Where illness results in absence of more than 7 days, or has prevented you from completing an assessment, you must also submit a medical certificate to **Student Business team**: [studentbusiness-science@strath.ac.uk](mailto:studentbusiness-science@strath.ac.uk)

If you are absent from an examination due to sickness you must submit a formal medical certificate. Likewise, if absent for a non-medical reason, you will also need to provide evidence for why.

Full details of the University policies on Personal Circumstances and what you should do in each circumstance can be found at: [Voluntary Suspension](#), [Personal Circumstances](#) and on the [Strathlife](#) pages.

The reason for the personal circumstances procedure is to determine whether something has significantly impacted on your ability to perform to the best of your ability. It gives the personal circumstance board the possibility of recommending to the exam board that certain assessments be excluded or even to allow students to reattend an entire year of study if necessary. To make those decisions though, detailed information is needed.

For example, there is a huge difference between having a cold and pneumonia, and the personal circumstances information needs to record how important the issue you are logging is. Just writing "illness" does not capture this, so please give a reasonable level of detail. If an exam or similarly significant part of your course is affected, also be ready to provide medical or other evidence.

The information that you put on Pegasus can only be viewed by staff who have the appropriate authority to access your student record. Remember also that you can ask your PDA and/or year adviser if you think you'll need additional support.

## **MOVING HOME**

It is important to keep Student Business informed of **any change in your address** or else important information (like examination and graduation information) might go astray. Changes of address may be updated through the University's Information Server PEGASUS. You can update your personal details on PEGASUS under the 'Personal' tab, in 'Maintain Personal Details'.

## **DIFFICULTIES**

If you find yourself with a problem or in difficulty the University has people and procedures in place to help (please refer to the University Handbook for contact details of all the main University services) but within the department, help is also available, thus you can go and see your PDA or Year Coordinator in the first instance. Do not delay getting help as often the problems are much reduced if tackled early enough. If they cannot help, they will often know of others who can.

## **Classroom Protocol**

At the University we are committed to providing a safe learning environment where dignity is respected and discrimination or harassment does not occur on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and socio-economic background. No student should intentionally be made to feel threatened or excluded from class participation.

You are reminded of your responsibility for the duration of your studies by showing respect to fellow classmates and staff by remembering the following protocol:

- Attend all scheduled lectures/ seminars and/ or practical sessions such as labs, including any additional learning and teaching sessions.
- Arrive on time and remain in class until the end of the session. If you need to leave early for any reason, please notify the tutor at the beginning or prior to the class.
- Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session. Students arriving late, without justified reasons, may be refused entry.

- Refrain from constantly interrupting another speaker and listen to the ideas of others with respect. Do not be rude or make personal attacks on individuals during group discussions.
- Inform and establish consent of the tutor if you wish to record the lecture. The recording must be used only for personal study.
- Do not bring food into the classroom, other than for medical reasons, e.g., diabetes. Beverages may be permissible at the tutor's discretion if the room utilisation rules allow.
- Inform tutors of specific requirements, for example the need to perform prayers for practising students of diverse faiths.
- Seek consent of students and staff before taking any photos in the classroom.
- At any course related external visit you are acting as ambassadors of the University and are reminded to act as such.
- Refrain from smoking on premises as this is prohibited in all University buildings.
- Follow emergency instructions and health and safety procedures.
- Should you have any concerns please bring them to the attention of your tutor and/ or appropriate University staff.

## **Equality and Diversity**

The University of Strathclyde is committed to achieving and promoting equality of opportunity in the learning, teaching, research and working environments. We value the diversity of our students and support the development of mutual respect and positive relations between people.

The University has in place Equality Outcomes which meet the requirements the Equality Act 2010.

You are advised to familiarise yourself with the University approach on equality and diversity and relevant developments and information by visiting Strathclyde's [Equality and Diversity website](#).

If you have any questions, please bring these to the attention of staff or the University's Equality and Diversity office.

Email: [equality@strath.ac.uk](mailto:equality@strath.ac.uk)

Telephone: 0141 548 2811

## **Women in Strathclyde Physics Association (WiSPA)**

The Department has a group which aims to provide support for any woman in Physics at Strathclyde to be able to discuss any issues or problems they may encounter working or studying in a predominantly male environment. In particular, the group can provide confidential advice and support to anyone who feels they need it and hopefully encourage more women to continue their STEM career path. This group is for anyone within the Department identifying as female. We would love you to join our group. We also have a private forum on FB – if you are interested, please click on '+ Join group' via this link <https://www.facebook.com/groups/164364574339494/>

## **SAFETY REGULATIONS**

These apply to all parts of the University. Your attention will be drawn to these when they affect you. Care needs to be exercised in laboratories, and in general, you are not allowed to work in a laboratory unsupervised. For this reason, it is not usually possible to make up time lost for any reason during a laboratory session by putting in extra time later. The Department's general safety advice is listed further on in this handbook, see the [Safety section](#).

# YOUR DEGREE PROGRAMME

## COURSE REQUIREMENTS

Each degree course is made up of a number of modules. Most modules are worth 20 credits. A full year's curriculum normally totals a minimum of 120 credits. The modules you choose must be agreed with your Year Coordinator (see below) and then you will be able to complete your registration with the University. The details of the core modules you will take each year are given in [Appendix 1](#).

Further information about all the modules offered by this Department can be found at the [Curriculum](#) webpage.

Each degree course is governed by a set of Regulations that specify the compulsory modules you must follow for that degree course as well as the progress requirements to move from one year to the next year of a given degree course. These are detailed in [Appendix 1](#). If there are any changes to these regulations, the department will always use the version of the regulations that is in the best interest of the students.

In addition to the degree specific regulations you are bound by a set of general regulations, and these can be found at [Academic Regulations](#).

### *Timetables*

The timetables for each degree course will be available on the University website at the start of each semester --- see <https://www.strath.ac.uk/studywithus/studenttimetablingstudyspaces/>. There is a video at <https://www.strath.ac.uk/science/physics/currentstudents/timetable/> which shows you how to use the timetable page.

**PLEASE NOTE THAT AT THE START OF EACH SEMESTER, ROOMS ARE SUBJECT TO CHANGE AND YOU SHOULD CHECK THE TIMETABLE FREQUENTLY.**

### *Personal Development Advisers (PDA)*

As well as a Year Coordinator, you will also be assigned to a member of academic staff who will act as your Personal Development Adviser (PDA). The role of the PDA is to encourage you to reflect on your study in Physics and help you develop to be a Physicist who is enquiring, engaged, enterprising and ethical, all the attributes necessary for a graduate fit for the 21<sup>st</sup> Century. Should any problems arise during your study, your PDA will be able to direct you to the relevant support staff within the University. If you have any problems, then please inform the Department so that we can put measures in place to help you. If you have any problem contacting your PDA, please discuss with your year advisor.

### *Teaching*

The teaching offered by the Department is primarily done via lectures and these are supported by tutorials and lab-based modules. **There is a strong correlation between performance and attendance.** The Department will be monitoring attendance at lectures and tutorials and poor attendance, without a valid reason, may result in you being unable to sit any examinations.

### *Student-Staff Committee*

The Department has a Student-Staff Committee (convened by a student and supported by the Director of Teaching) that is made up of student representatives from each year and relevant academic staff. Students are invited to choose their own representative in the first two weeks of the first term. The Committee has an important role, resolving difficulties that may arise. It is one of the main ways to get

your feedback acted on ("You Said, We Did"). You can see the committee meeting minutes and outcomes on MyPlace:

[Physics Student Staff Committee](#)

The Student Staff Committee will meet in both 1<sup>st</sup> and 2<sup>nd</sup> semesters in weeks 4 and 8.

*Becoming a Student Rep:* Student representation is an important part of your time at the University of Strathclyde. [StrathReps](#) at all levels will help represent yourself and other students' voices to the relevant University staff.

[The Strath Union](#) offers training on how to be an effective representative. The Committee considers anything that affects the teaching of the courses or Student-Staff relations. Problems that are personal to you should be raised with your PDA or Year Coordinator. Matters affecting a group of students should be raised in the first instance with any staff member directly involved, but if this fails to resolve the matter, or if it raises wider issues, then ask your Student-Staff Committee Representative to raise it at their next meeting.

## Textbooks

It is important that you obtain recommended textbooks at the first opportunity.

First year students are encouraged to use the following textbooks:

- **Christian Hill 'Learning Scientific Programming with Python'**
- **Jordan and Smith 'Mathematical Techniques' 4th Edition**
- **Halliday, Resnick and Walker 'Fundamentals of Physics'** - you will be given **free** access to this via your **University student e-mail address**. Details in class and on Myplace.

These are also available at the [University library](#).

We recommend that you purchase these books as soon as possible since you will need them from week 1 onwards. These books will be used in the first and second year of each degree course to support the compulsory modules.

## Report Writing

A key skill for any physicist is to communicate the outcomes of an investigation to a wider audience. During your course you will be expected to write formal reports on the practical work that you undertake in years 1 to 3 and the final year projects that you take in your 4<sup>th</sup> and 5<sup>th</sup> year of study. During the first three years of your study at Strathclyde, the Department will give you the necessary training on how to write reports and this will include advice on the structure and content of the report, how to reference and how to avoid plagiarism, the unaccredited use of another person's work.

The Department will use the anti-plagiarism software [Turnitin](#) to check for plagiarism.

**BY SUBMITTING ANY WORK, THROUGH TURNITIN OR OTHERWISE, YOU ARE ACKNOWLEDGING THAT YOU ALONE ARE THE AUTHOR OF THE WORK.**

## Academic Misconduct

Academic Misconduct is all behaviour giving an unfair advantage, including but not limited to plagiarism, collusion, falsifying results, using ghost-writing and the unauthorized use of generative AI tools. Further examples and guidance on academic integrity can be found at the pages on [Academic Integrity Guidance](#) and [Student Discipline Procedures](#). Particularly important is the avoidance of plagiarism, it involves: 1) the passing off of another person's work as your own, i.e. copying of another person's work, be it a figure, text, experimental data or homework for example and not acknowledging

the source of the work; 2) submitting your own work for multiple assessments, i.e., taking your own previously assessed work and making it appear to be new, so called self-plagiarism. Plagiarism can be avoided by suitable referencing. The department will make extensive use of software capable of detecting plagiarism, in this case [Turnitin](#) to check for plagiarism.

### ***Generative Artificial Intelligence (Gen AI)***

The policy of the Physics Department is that you are not allowed to use Gen AI (e.g. ChatGPT) to produce any piece of coursework that is marked by any lecturer or module tutor, or automatically marked by computer, nor are you allowed to use Gen AI to produce any formally assessed work. The only exceptions to this policy relate to modules for which you have specifically been given written permission by the module tutor to use Gen AI on their module. The tutor will specify precisely where and how you can use the AI.

All uses of Gen AI other than those specifically allowed above constitute Academic Misconduct.

If you are unsure of any aspect of potential academic misconduct in your assignments, please contact your lecturer.

Any instance of suspected academic misconduct will be investigated, and the student may be reported to the University Disciplinary committee which can result in expulsion to the University.

### **Feedback**

Feedback is an essential part of your learning, and it is important that you act on the feedback given. This feedback can come in a variety of ways – for example as simple grades, written solutions to tutorial problems, online feedback, guidance on how to improve your lab reports or project reports, discussions in lectures.

The Department follows the Faculty of Science policy on feedback in that if a type of feedback is to be provided on a piece of work it will be given within 15 working days of the hand in date. If a member of staff cannot meet this deadline, then (s)he will let you know. Further details are available at the [Academic Policies, Procedures and Guidance](#) page.

### **INFORMATION TECHNOLOGY, PERSONAL TRANSFERABLE SKILLS, PEGASUS, AND MYPLACE.**

Expertise in *information technology* (IT) and well developed *personal transferable skills* are essential if you are to maximise your performance in the academic work of your chosen course. Essays, laboratory and project reports, for example, must normally be word processed while the ability to analyse and plot experimental data using available software packages is essential for progress in scientific research. Familiarity with IT also allows you to search the internet and electronic databases for reference material to assist in the writing of assignments and dissertations. In the later years of the course, the emphasis on project work trains you in the planning and performance of research, while the preparation and delivery of presentations gives you the confidence to communicate your results and their relevance to both specialists and non-specialists as is required of professional scientists.

- Year 1:            Laboratory reports, problem solving, data presentation and computational skills. These are covered in the modules PH180 Experimental Physics, PH181 Mathematics for Physics 1A, PH182 Mathematics for Physics 1B PH183 Mechanics and Waves, PH184 Quantum Physics and Electromagnetism, and PH185 Computational and Physics Skills
- Year 2:            Laboratory reports, problem solving and the preparation and delivery of a talk; use of computers for numerical modelling and problem solving. These are further developed



in the modules PH280 Experimental Physics, PH281 Mathematics for Physicists 2A, PH282 Mathematics for Physicists 2B, PH283 Mechanics and Waves, PH284 Quantum Physics and Electromagnetism, and PH285 Computational and Physics Skills.

Year 3: Laboratory reports, library skills, essay, project training, poster presentation, CV skills and problem solving. These skills are refined in core physics modules PH380 Experimental Physics I, PH390 Experimental Physics II, PH384 Quantum Physics and Electromagnetism, PH386 Condensed Matter Physics, PH387 Gases, Liquids and Thermodynamics, and PH385 Communicating Physics

Years 4 & 5: Research project and its written and oral presentation, research training. The modules PH450 Project, PH550 Project, and PH551 Research Skills are designed to develop the aforementioned transferable skills.

## **CYBER SECURITY**

The University's online cyber security training highlights current threats and provides practical guidance on how to stay safe online. The module has been developed specifically for Higher Education. Year 1 and Year 2 students will do this as part of PH185 and PH285.

All students are expected to complete the training. It should take no longer than an hour to complete and can be undertaken in short sections. Please access the course using the link below:

### **Cyber Security Training for Students**

#### ***PEGASUS and MYPLACE***

The University has developed its own information server, PEGASUS, which is used to provide services to both staff and students. Please refer to [Strathlife](#) for further information. In addition to PEGASUS, the University has a VLE (Virtual Learning Environment) called MYPLACE, and this is used to provide copies of lecture notes, assignments, tutorial questions etc., as well as providing discussion forums for students. As with PEGASUS you will receive training on the use of MYPLACE in the first weeks of your course and information relating to MYPLACE can be downloaded from: <https://modules.myplace.strath.ac.uk/>

## **ACADEMIC**

### **ATTENDANCE (OR PARTICIPATION FOR ONLINE SESSIONS)**

**ATTENDANCE AT TUTORIALS AND LABORATORY SESSIONS IS MANDATORY AND THE DEPARTMENT WILL BE MONITORING ATTENDANCE AT LECTURES. POOR ATTENDANCE AT LECTURES AND TUTORIALS FOR A GIVEN MODULE WILL RESULT IN YOU BEING MARKED AS "NOT QUALIFIED (NQ)" TO SIT THE EXAMINATION FOR THAT MODULE. FAILURE TO MAINTAIN A HIGH LEVEL OF ATTENDANCE MAY RESULT IN TERMINATION OF YOUR REGISTRATION.**

We consider attendance in line with the requirements outlined by your Programme and Module Leaders and Lecturers at all scheduled teaching (lectures, labs, workshops and tutorials) to be compulsory. Where indicated by your Module Leaders/Lecturers you will be expected to sign in for your modules, either through attendance sheets or QR codes.

Please be aware that signing in for another student, or sharing a QR code for sign in by anyone not in attendance, amounts to a disciplinary offence, under the University's Student Discipline Procedure: Academic Misconduct, under paragraph 26g false declarations, and/or paragraph 26f false candidature. It also hinders departmental efforts to identify students who need further support.

We understand that on occasion there may be instances where your absence is unavoidable due to illness, or other extenuating circumstances. If this is the case, you must update your Module Leader/Lecturer as soon as possible. If you need to take an extended period of absence, please speak with your Personal Development Advisor and ensure that you upload a Personal Circumstances self-certificate to the University's Pegasus system.

Attendance and engagement is an essential part of your successful studies and we encourage you to reflect on this in your engagement with your scheduled teaching and the wider aspects of your university experience.

There are a variety of policies that guide student life at Strathclyde these can be found at:

[Policies & Procedures for students](#)  
[Personal Circumstances Procedure](#)  
[Academic Integrity Guidance](#)  
[Absence and Voluntary Suspension](#)  
[Extensions to Coursework Submission](#)  
[Late Submission of Coursework](#)  
[Complaints Procedure](#)

## ASSESSMENT AND PROGRESS

There are a variety of methods by which modules are examined and the lecturer at the start of a class should give the relevant details. You should note that the pass mark for modules at Levels 1 - 4 is 40% and for Level 5 modules it is 50%. You should be aware that the progression requirements for both the BSc and the MPhys degrees are different from the pass mark. The level you need to achieve can be found in the **Targets** section below. Note that the credits associated with a class are indivisible. You cannot be awarded a fraction of its credits for meeting part of its requirements.

The most common assessment method is by examination. The conduct of examinations is covered by University regulations including:

1. You need to produce your student identity card at exams.
2. You are forbidden to have with you in the exam room notes of any sort unless the exam instructions explicitly permit them. **Possession of such notes in the exam room is an offence, irrespective of whether use is made of them.**

In *Physics* examinations you cannot take into any examination graphical calculators with memory bank facilities and, in particular, no calculator with alphabetic input. (In *Physics* and *Mathematics* exams, *programmable* calculators are forbidden. Other Departments may have other special restrictions for their examinations.)

### [Student Exchange Abroad](#)

Studying abroad offers an excellent personal and career development opportunity. It gives you a great opportunity to add an international dimension to your studies. It's a fantastic opportunity to see the world, make new friends and fully immerse yourself in a brand new culture.

From an academic perspective, studying abroad allows you to study your subject from a different perspective. It's also a valuable addition to your CV and a superb talking point at interviews when you come to graduate.

The semester or year abroad application for 2025/26 will open soon. You can find further details to assist with your application on the MyPlace page, [Semester/Year Abroad](#).

If you are interested and would like to know more, please contact Dr Francesco Papoff at [f.papoff@strath.ac.uk](mailto:f.papoff@strath.ac.uk) (Room JA 7.10) before November 2025. The number of such places is limited,



and preference is given to those whose academic progress suggests they will benefit from the extra challenge of study abroad.

## PRIZES

A number of prizes are given at the end of each year of each course. The value of the prizes is usually quite modest: they are intended only as an incentive and encouragement as you work towards your degree. Details of the prizes can be found in [Appendix 4](#) of this handbook.

## DEAN'S LIST

The Dean of Science recognises the excellent performance of students by awarding the Dean's List Certificate.

## EXAMINATION ATTEMPTS

All students will be entitled to TWO attempts only to gain the credits for any class in any academic year, up to a maximum of FOUR attempts total. For level 1, 2 and 3 modules, these attempts will normally comprise the First Attempt taken in either the January or the May Diet of Examinations and the Second Attempt taken in the August resit Diet of Examinations. For level 4 and level 5 modules the resit attempt may be in the exam diet of the following year. For some modules, such as Practical modules or modules with significant elements of continuous assessment, both attempts may take place during the 1<sup>st</sup> and 2<sup>nd</sup> semesters. It is the lecturer's responsibility to outline the assessment procedure for the class at the start of the course. **It is important to note that all credit-weighted average calculations are made using the first attempt mark.**

## Targets

You should aim to obtain the credits for all your modules because progress to later years of the course and the award of the degree depend on your cumulative credit total.

At all stages of the course, a student must have achieved an approved standard of performance with regard to level of study and academic attainment.

The approved progressions standards are:

MPhys Physics	-	Credit weighted average $\geq 55\%$
MPhys Physics with Advanced Research	-	Credit weighted average $\geq 75\%$
BSc Hons Physics	-	Credit weighted average $\geq 45\%$
BSc Hons Physics with Teaching	-	Credit weighted average $\geq 45\%$

If you do not reach the progression standard for your course you will be moved to a degree course with a lower progression standard. For full time students the credit-weighted average is based on ALL of the modules you have taken in the **current** year of study and is calculated by:

$$CWA = \frac{\sum_i c_i m_i}{\sum_i c_i}$$

where  $c_i$  is the credit value of the class,  $m_i$  is the percentage mark gained in the class. The credit-weighted average is based on the first attempt mark for a class. Failure to achieve these standards may result in you being transferred to a different degree e.g. MPhys to BSc (Hons) Physics.

## PROGRESSION REQUIREMENTS FOR 1<sup>ST</sup> YEAR

	1 <sup>st</sup> Year to 2 <sup>nd</sup> Year
Degree	Credit Requirements
MPhys, BSc (Hons) Physics and Physics with Teaching degrees	In order to progress to the second year of the course, a student must normally have accumulated at least 100 credits from the course curriculum.
MPhys Physics with Advanced Research	In order to progress to the second year of the course, a student must normally have accumulated at least 120 credits from the course curriculum.
BSc (Hons) Mathematics and Physics degree	In order to progress to the second year of any Honours degree course, a student must normally have accumulated at least 100 credits from the course curriculum including the credits for MM 101 and MM 102.

## PROGRESSION REQUIREMENTS FOR 2<sup>ND</sup> YEAR

	2 <sup>nd</sup> to 3 <sup>rd</sup> Year
Degree	Credit Requirements
MPhys Physics and BSc (Hons) Physics degrees	In order to progress to the third year of the course, a student must normally have accumulated at least 220 credits from the course curriculum.
MPhys Physics with Advanced Research	In order to progress to the third year of the course, a student must normally have accumulated at least 240 credits from the course curriculum.
BSc (Hons) Physics with Teaching degree	In order to progress to the third year of the course, a student must satisfy the requirements for entering Initial Teacher Education, be a member of the PVG (Protection Vulnerable Groups) Scheme or, if already a member, must apply for an update and have accumulated at least 220 credits from the course curriculum.
BSc (Hons) Mathematics and Physics degree	In order to progress to the third year of the course, a student must have accumulated at least 220 credits from the course curriculum including those for the class MM 201

## PROGRESSION REQUIREMENTS FOR 3<sup>RD</sup> YEAR

	3 <sup>rd</sup> to 4 <sup>th</sup> Year
Degree	Credit Requirements
MPhys Physics, MPhys Physics with Advanced Research and BSc (Hons) Physics degrees	In order to progress to the fourth year of the course, a student must have accumulated at least 360 credits from the course curriculum including 60 credits at Level 3 or above.
BSc (Hons) Physics with Teaching degree	In order to progress to the fourth year of the Honours course, a student must normally have accumulated at least 360 credits from the course curriculum including 60 credits at Level 3 or above.
BSc (Hons) Mathematics and Physics degree	In order to progress to the fourth year of the course, a student must have accumulated at least 360 credits from the course curriculum including 120 credits at Level 3 or above.

## PROGRESSION REQUIREMENTS FOR 4<sup>TH</sup> YEAR

	4 <sup>th</sup> Year to 5 <sup>th</sup> Year
Degree	Credit Requirements
MPhys Physics, MPhys Physics with Advanced Research degree	In order to progress to the fifth year of the course, a student must normally have accumulated at least 480 credits from the course curriculum.

## DEGREE AWARD CREDIT REQUIREMENTS AND CLASSIFICATION

Degree Type	Credit Requirements
BSc Physics degree	To be awarded a BSc Physics degree you must have accumulated 360 credits of which 60 credits must be at Level 3.
BSc (Hons) Physics degree	To be awarded a BSc Physics degree with Honours you must have accumulated 480 credits of which at least 90 credits at Level 3 or and 90 credits must be at Level 4 or above. This must include passing PH450 Project.
MPhys Physics degrees	To be awarded a MPhys Physics degree you must have accumulated 600 credits of which at least 220 credits must be at Level 4 and 5 and of these 120 must be at Level 5 or above. This must include passing PH450 Project and PH550 Project.
BSc (Hons) Physics with Teaching degree	To be awarded a BSc Physics degree with Honours you must have accumulated 480 credits, out of which 120 credits must be Education related, Level 4 or above as indicated <a href="#">here</a> .

The Honours degrees are classified into four grades, Class I (a "First"), Class II(i) (an "Upper Second"), Class II(ii) (a "Lower Second") and a Class III (a "Third").

MPhys degrees are classified as for BSc Honours degrees, except there is no Class III.

The level of award is determined by the mark generated by Faculty of Science Degree Award Algorithm (FSDAA), detailed in Appendix 3. The mark required for each class of award is:

Honours Degree Classification	FSDAA Mark
First	≥ 70 %
Upper Second	≥ 60 %
Lower Second	≥ 50 %
Third	≥ 40 %

Students who fail to qualify for a degree may be eligible for the award of the Diploma or Certificate of Higher Education.

Award Type	Credit Requirements
Diploma of Higher Education	To be awarded a Diploma of Higher Education you must have accumulated 240 credits with a minimum of 100 at Level 2
Certificate of Higher Education	To be awarded a Certificate of Higher Education you must have accumulated 120 credits with a minimum of 100 at Level 1

## EXTERNAL EXAMINERS

Whichever method of assessment is used to assess a class, the mark for that class is approved by an Examination Board. All marks are provisional until approved by the Board. For students in years 1 to 3 this is a General Board of Examiners managed by the Faculty. For 4<sup>th</sup> and 5<sup>th</sup> year students the Department manages the Examination Board. The Departmental Examination Board comprises all members of Staff in the Physics Department plus representatives from Mathematics and Statistics and the School of Education. In addition to these two External Examiners sit on the Examination Board and the role of their role is to ensure that the Department has operated in a fair and equitable manner when setting and assessing exam papers and course work.

This year the External Examiners are:

Prof Paul Dalgarno  
Heriot-Watt University

Prof Helen Heath  
University of Bristol

Dr Sarah Bugby  
Loughborough University

Dr Peter Sneddon  
University of Glasgow

## EXAMINATION BOARD DECISIONS

The General Board meets first in June and then in September, to consider the results of August re-sit examinations, in September. The Department Board only meets in June. The Boards of Examiners will take one of the decisions listed below which will then be notified through PEGASUS.

For *all* Strathclyde students (including Physics) at level 1-5, *all* marks visible on Pegasus are unapproved (i.e. provisional) until approved at the May-June exam boards. Part of the reason for this, is that in *rare* cases assessment scaling might be appropriate for any module yielding marks that are *significantly out of line* with the credit-weighted averages of the students over the full year's curriculum. This prevents unfairness across the cohort due to a student's individual module choice. In most instances scaling raises module marks – but it can work both ways.

Modules requiring scaling twice in a two-year period will be deemed poorly assessed and require significant revision of the assessment structure.

The University operates a Compensation Scheme in Years 1-3, details of which can be found in the [Policy on Compensation Scheme](#).

In summary, the compensation scheme works as follows: If your credit-weighted average for the year of study is greater than or equal to 45 % and you fail a class with a mark between 30 and 39 % you will be awarded the credit for that class. This applies to only 20 credits of material per year and is normally applied to the class which has the mark closest to 40 %. The compensation scheme only applies to the 1<sup>st</sup> attempt mark for any class and covers years 1 to 3 of the BSc degrees and 1 to 4 of the MPhys. In years 4 and 5 a more general compensation scheme based on the credit weighted average can be applied at the Physics exam board.

### **PASS (WITH MERIT / WITH DISTINCTION)**

This means that you have passed all modules for which you were registered and may progress to the next year of the same course. If you are awarded a *Pass with Merit* your credit-weighted average over the year is  $\geq 60\%$ . If you are awarded a *Pass with Distinction* your credit-weighted average over the year is  $\geq 70\%$ .

### **RESIT**

This decision indicates that you have to resit and pass the examination(s) in the class or modules specified before you can be permitted to proceed to the next year of your course.

### **MAY PROCEED**

This means that although you have not passed all of your examinations, you have obtained enough passes to go on to the next year of your course. This will apply only after the resit diet of examinations.

### **SUSPEND**

If, by the September Examination Board, you have not satisfied the progress regulations, your registration will be suspended and you will not be permitted to attend modules for the following session

### **TRANSFER**

A student who does not meet the requirements for progress on an honours degree course may be required to transfer to the corresponding degree in the subject

### **REATTEND**

The Examination Board recognises that mitigating circumstances may have affected your performance over the year and have recommended that you repeat the year. (This may have financial implications and you are advised to check with SAAS.)

## **WITHDRAW**

A student whose performance is considered to be so bad that none of the above alternative decisions would be appropriate will be required by the Examination Board to withdraw from his or her present degree course.

You may also have the following comments next to individual class marks:

## **PASS BY COMPENSATION**

The University Compensation Scheme has been applied to this class. Your overall level of performance is such that you have been awarded the credit for the class even though the mark that you have achieved for the class is less than the standard pass mark (40 %).

## **ATTEMPT DISCOUNTED**

The Examination Board recognises that factors, such as ill health or adverse weather may have affected your performance in the class. The mark you achieve for the class is discarded and the next attempt at the class is regarded as the first\* attempt. (\*If the mark discounted is a re-sit the attempt will be regarded as the same number as the re-sit attempt e.g. 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> attempt.)

Decisions to discount attempts or to allow you to re-attend are made by the Examination Board relevant to your year of study. In order for the Examination Board to make an appropriate decision all personal circumstances must be reported to the Examination Board. Completing the personal circumstances section on PEGASUS, notifying your Year Coordinator or your PDA, can do this. Irrespective of the approach you choose, notification must be done before the Examination Boards meet. For General Board A the meeting dates are scheduled to take place in:

June Examination Board A (dates to be decided):

Pre-Board June 2026

Board June 2026

Re-sit Examination Board A:

Pre-Board will take place late August 2026

Board will take place late August 2026

Final Year Examination Board

Both the Pre-Board and Board will probably meet in June 2026. The 4<sup>th</sup> and 5<sup>th</sup> year students will be notified of the correct dates when these have been agreed with the External Examiners.

Note that students have the right to appeal the decisions of the Exam Boards, and information will be provided in their results letter on Pegasus. The policy on academic appeals can be found at:

[Policies on Personal Circumstances and Appeals](#)

## MINIMUM CREDIT REQUIREMENTS FOR 1<sup>ST</sup> – 3<sup>RD</sup> YEAR INCLUSIVE

For students in Years 1 to 3 your examination performance is considered by the Faculty's General Board of Examiners A, which meets in June and August. The Board makes progress decisions based on your credit totals and below indicates decisions that are made for given credit totals.

CREDIT TOTAL	June Decision	September Decision
First Year		
120	Pass	Pass
$100 \leq x < 120$	Resit	May Proceed
$60 \leq x < 100$	Resit	Suspend
$0 \leq x < 60$	Resit and Caution	Withdraw
Second Year		
240	Pass	Pass
$220 \leq x < 240$	Resit	May Proceed
$180 \leq x < 220$	Resit	Suspend
$120 \leq x < 180$ (including 100 at Level 1 or above)	Resit and Caution	Withdraw - Award CertHE
$0 \leq x < 120$	Resit and Caution	Withdraw
Third Year (Honours Degree)		
360	Pass	Pass
$300 \leq x < 360$	Resit	Suspend
$240 \leq x < 300$	Resit and Caution	Withdraw - Award DipHE
$120 \leq x < 240$ (including 100 at Level 1 or above)	Resit and Caution	Withdraw - Award CertHE
Third Year (Pass Degree)		
360 (including 60 at Level 3 or above)	Award	Award
$300 \leq x < 360$	Resit	Suspend
$240 \leq x < 300$ (including 100 at Level 2 or above)	Resit and Caution	Withdraw - Award DipHE
$120 \leq x < 240$ (including 100 at Level 1 or above)	Resit and Caution	Withdraw - Award CertHE

## NATIONAL STUDENT SURVEY

Each year, graduating students are asked to take part in the [National Student Survey \(NSS\)](#). The results of this survey, which is run by Ipsos Mori, has much store put in them by the government and the universities funding body as well as being available for future UCAS applicants. The University makes good use of the results of this survey to enhance the student learning experience so we would encourage all eligible students to complete this survey.

You can find more information and take the survey by following the link: [Strathclyde NSS information](#)

The Department also uses the NSS to inform its teaching. Over the past few years, the Department has performed well in NSS. The Department would like to maintain this so if there is anything that needs addressing then please let us know and we will try to deal with it.

In addition to the NSS, the University runs the [Strath Voice - Undergraduate](#) survey. The Department also makes use of [module surveys](#) at various points in the academic year. The feedback we receive from these surveys helps inform the teaching and learning in the Department.

## GRADUATION

### ***What is Graduation?***

The University holds Degree Congregations each year at which students graduate with degrees of the University. Until you have graduated, in person or "in absentia", you are not entitled to call yourself a graduate. For consideration for many types of employment, it is necessary to be able to show your degree certificate, presented to you at Graduation.

### ***When are the Degree Congregations?***

June and November in the [Barony Hall](#). The dates and times for your degree ceremony will be announced in March. Please check the [Graduation website](#) for the relevant dates.

## Registration for Graduation

### ***Who should register to Graduate?***

All students hoping to graduate should enrol to graduate using the [graduation portal](#). Registration is essential even if you want to graduate "in absentia" (i.e. the degree is conferred in your absence). The Department advises all students whether on the MPhys or BSc Honours degrees to register for Graduation in their 4<sup>th</sup> year. If you are studying on the MPhys degree and continue to 5<sup>th</sup> year the Graduation Office will hold your fee for next year's Graduation.

You cannot graduate twice with any degree. If you expect to qualify for a BSc Degree this year, but hope to go on to Honours, you should consider deferring graduation until your Honours Year. Students who graduate with a BSc Degree and then qualify for an Honours degree may apply for a Post-Graduation Honours parchment setting out the subject and class of Honours awarded. No registration fee is required for Post-Graduation Honours.

### ***When do I need to register?***

As soon as the [Graduation](#) website indicates the relevant dates. Do not wait until you have sat your examinations or until your award is approved - that will be too late. Graduation enrolment should be made using the [online enrolment form](#).

### ***How much will it cost?***

There is no fee to graduate either in absentia or in attendance at a ceremony. However, you **must** enrol to graduate so that your certificate can be prepared for you. The hire charges for the appropriate hood and gown are about £45.



### ***How do I graduate "in absentia"?***

Your degree will be conferred "in absentia" if you wish (tick the appropriate box on the form). Your award parchment will be posted by standard mail to the address you provide on the enrolment, at the beginning of July. UK address delivery is normally within five working days and for non-UK addresses we recommend allowing up to 20 working days from date of postage.

### ***What happens if I do not qualify in time for graduation?***

If you have registered to graduate in June but you do not qualify for the degree in time, Student Business will assume that you will graduate "in absentia" at the November ceremony; similarly, if you register for November but do not qualify in time your registration would be deferred to June.

### ***Clear any outstanding debts***

Make sure you clear any debts with the Finance Office or Library straight away.

Due to the deadline for publication of graduation lists in the press, if your finance debts are not cleared seven working days before the ceremony, your name may not appear in the press lists on graduation day.

You can check your library account and pay outstanding fines by signing in to your [library account](#).

Please call our wonderful Library staff on [0141 548 4444](tel:01415484444) or email [help@strath.ac.uk](mailto:help@strath.ac.uk) if you need more information.

## **Graduation Day**

If you have registered to graduate by the appropriate date and have qualified for the award of the degree, Registry will send you information in the week before Graduation. This will include tickets for two guests to attend the ceremony.

### ***What do I wear?***

All graduands attending Graduation are required to wear the correct academic dress. Ede and Ravenscroft, official robe makers to the University, will provide the correct academic dress for your award and Faculty. You can order your gown through [Ede and Ravenscroft](#) or by telephone on [01223 861854](tel:01223861854). Make sure you hire your gown as soon as possible after you have confirmed your attendance at your specific ceremony date and time.

Graduation ceremonies are a formal, ceremonial occasion. You should therefore wear appropriate smart, formal clothing:

For example, dark suit/skirt/dress or formal jacket/trousers and white shirt/blouse. Additionally, a recognised national dress may also be worn. For example, a kilt.

## **Contact Details for Graduation**

Awards & Graduations: [graduation-enquiries@strath.ac.uk](mailto:graduation-enquiries@strath.ac.uk)

Help with student or guest accessibility arrangements [graduations-support@strath.ac.uk](mailto:graduations-support@strath.ac.uk)

**Student Business Science:** [studentbusiness-science@strath.ac.uk](mailto:studentbusiness-science@strath.ac.uk)

## **Student Experience Helpdesk:**

You can contact the Student Experience Helpdesk in several ways:

In-Person: Visit Level 4 of the [Learning and Teaching Building](#) (Monday to Friday, 09:30–16:30).

Email: [student.helpdesk@strath.ac.uk](mailto:student.helpdesk@strath.ac.uk) (Monitored Monday to Friday, 09:00–17:00).

Phone: [+44 \(0\)141 444 8855](tel:+441414448855) (Available Monday to Friday, 09:00–17:00).

## **Finance Helpdesk:**

Level 4 of the Learning & Teaching Building.

- [finance-helpdesk@strath.ac.uk](mailto:finance-helpdesk@strath.ac.uk)

**IT Helpdesk and Library:** [help@strath.ac.uk](mailto:help@strath.ac.uk)

## CAREERS GUIDANCE

### 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Years: Have You Thought About Your Future?

Do not leave it until your final year to think about your career! Employers tell us that as well as a good degree they value the other things you have done while at university to develop your skills and your personal attributes. Use the Careers Service from 1st year to explore opportunities to gain work experience through part time work, volunteering, internships and to reflect on the benefits gained from these and all the activities on your course. This self-knowledge will enable you to explore the options open to you. .

If you are not sure where to start, have a look at the [Careers Service](#) website, which you can revisit throughout your time at university as your ideas change and evolve. The Work Experience section has information about different types of experience and links to case studies where students share their experiences. Regularly check our vacancy portal to view internships, placements and graduate jobs. Throughout the year the Careers Service is buzzing with opportunities for you to develop your skills and knowledge and hosts many employer-led skills sessions and talks. Regularly check our Events calendar for more information and to pre-book.

Competition is fierce so it is important to think through what career you might follow well before you graduate. Do this early and take advantage of all the opportunities described above so that you are ready to apply at the start of your final year. Many applications close well before Christmas and job offers can be made subject to your final grades, which is a great motivator to get you through your final year.

### 4th and 5th Year: Career Planning and Development, Successful Applications

Your final year is the time to follow through on the planning and research you have done into your career choice during 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year. This should have helped you to progress your career thinking to a point where you are ready to take some action. However, if you have not yet started to consider the future beyond your degree the whole process will need to be incorporated into this year. You will need to balance the academic demands of your course with the final stages of career planning and job search. Decisions will need to be made at various stages and the timing of these will vary depending on your career focus. Make good use of the Careers Service to help refine your career focus and embark on the job/postgraduate search process.

### Your [Careers Service](#), Your Future

We offer plenty of support, for example:

- **Quick Queries** with a Careers Consultant can be booked online 48 hours in advance - <https://www.strath.ac.uk/professionalservices/careers/aboutus/services/>.
- **Guidance Appointments** with a Careers Consultant can be booked by emailing [yourcareer@strath.ac.uk](mailto:yourcareer@strath.ac.uk)
- **CV360** – Get instant detailed feedback on your CV using our CV360 tool before booking a CV Check. CV360 is accessible through our Online Careers Toolkit. How? Quick link via home page
- **CV Checks** (which includes applications and LinkedIn reviews) with a CV Adviser can be booked online 48 hours in advance - <https://www.strath.ac.uk/professionalservices/careers/studgrad/apply/cvsandcoverletters/haveyourcvapplicationorcoverletterchecked/>

- **Online Interview Simulator** (soon to be rebranded to Interview360) – to practice your virtual interview skills. Accessible through our Online Careers Toolkit. How? Quick link via home page
- **Practice Interviews** – These can be booked by emailing [yourcareer@strath.ac.uk](mailto:yourcareer@strath.ac.uk).
- Our website has extensive **occupational, postgraduate and employer information** to inform your career research as well as resources on making applications
- We also recommend the graduate careers website, **Prospects**, where you can use Career Planner to see what options might suit you <https://www.prospects.ac.uk/planner>.
- We also recommend the website **Gradcracker** (<https://www.gradcracker.com/>) which is the UK Career website for STEM students to search for work placements, internships and graduate jobs.
- Attend the **Scottish Graduate Fair on the 1 and 2 October 2025**. To pre-register and view the list of exhibitors go to <https://www.strath.ac.uk/professionalservices/careers/sqf/>
- Finally, don't forget to check our **Vacancy portal and Events calendar** regularly!

Careers Service staff are happy to help you at whatever stage of the career planning job search process you have reached. They also offer a service to our graduates, which is accessible for five years, so if you need help beyond your degree, keep in touch.

Stephen Smith is the Careers Consultant to the Faculty of Science. You will get to know him through Careers talks during the year in the Department and through events, and activities that we encourage you to attend from 1<sup>st</sup> year. Stephen has a Twitter page - [@StephenCareers](https://twitter.com/StephenCareers) where he shares information, and opportunities, of relevance to students and graduates of the Faculty of Science.

## KEY INFORMATION

1. Check the Vacancy portal to access paid work experience (Summer/1 year), graduate opportunities. How? Quick link via home page
2. Check our EVENTS calendar regularly for employer-led information/skills sessions, Careers Service briefing sessions/events. How? Quick link via home page/University app
3. Book online to have your CV/application/covering letter/personal statement etc checked. How? More information/book via quick link
4. Got a question? [FAQs](#) or email [yourcareer@strath.ac.uk](mailto:yourcareer@strath.ac.uk)

## QUICK GUIDE TO KEY RESOURCES ON THE CAREERS SERVICE WEBSITE

### [Choosing your career](#)

- Choosing your career: an interactive online course and other resources

### [Occupational resources](#)

- Sector information/job search resources/professional bodies/case studies

### [Work experience and internships](#)

- Types of work experience/advice on working during studies/job search tips

### **Making applications**

- Advice about: CVs/covering letters/application forms/personal statements/LinkedIn profile

### **Psychometric tests**

- What they are/how to prepare/online practice tests/practice tests in Careers Service/brush up your numeracy skills

### **Assessment Centres**

- What they are/typical exercises & activities/how to prepare/how you are assessed

### **Interviews**

- How to prepare (checklist)/strengths-based interviews/video interviews/telephone interviews/interview practice/additional resources

### **Postgraduate study and research**

- Useful resources/course search/study abroad/funding

### **International experience**

- Work and study options/international job search/advice for international students

## SAFETY NOTES

Safety is YOUR business and responsibility at all times. These notes supplement the Department's Safety Regulations and should be read carefully. Specialised training might be required, and it is mandatory to make yourself familiar with and to sign any local rules, risk assessments and methods of work for your specific experiment.

**Potential hazards in physics laboratories** include fire, electrical, materials and chemicals, machinery, gas cylinders, "common" accidents, ionizing radiation, laser UV, and microwave radiation.

### Fire

Be aware of the quickest fire escape routes from the areas that you are in. If the fire alarm sounds (continuous tone) make your way, immediately, to the nearest exit without losing any time. Do not let waste paper accumulate. Do not leave gas burners on unattended. Electrical equipment, especially older power supplies can go on fire if short circuited and wrongly fused. Rotary pump motors can seize (i.e., jam) and go on fire if not properly protected. In general, switch off unattended equipment, unless there is a good reason for leaving it on. Know where the fire exits are.

### Electrical

Current through the heart stops operation of heart. Use safety equipment (see below). When adjusting equipment keep one hand away from equipment and away from any earthed conductor. This reduces current through heart from two-handed contact from 'live' to 'earth'. Know about resuscitation procedures - see notices displayed in every lab.

- Mains operated equipment including 5V power supplies, desk lamps etc.: Safety depends on correct wiring of plug, good quality cable, right fuse, proper earthing. "Tingly feelings" in fingers when touching equipment indicates that it is not earthed properly. Report defects to demonstrators or lab technicians - do not leave it for someone else.
- High voltage capacitor banks are very dangerous. Lethal charge is stored long after power supply is switched off if a fault occurs in protection circuits. Safety depends on good insulation and safety checks before alteration or maintenance (forbidden to students).
- Any high voltage equipment. "Tracking" occurs across the surface of insulators; high voltage can then appear at unexpected places. Switch off power supply when altering circuit.
- Darkroom equipment - e.g. safety lights, driers etc. Dangerous because the darkroom is usually small, badly lit and wet (you are well earthed and hence at risk).

### Materials and chemicals

- Many common chemicals and solvents are toxic - cancer an important risk, e.g. benzene, carbon tetrachloride, chloroform. Good ventilation is important. Tap water is not necessarily drinking water.
- Many solvents are inflammable - especially benzene.
- Do not tip solvents down sink unless it is certain they will do no harm.
- Unless you have good knowledge of chemistry, do not mix chemicals without first getting expert advice.
- Alkali metals (e.g., sodium Na, potassium K) react explosively with water.
- Mercury fumes are poisonous. If mercury gets spilled, inform your demonstrator.
- Liquid nitrogen is cold but causes burns. Make sure it cannot splash into your eyes or onto your clothing, thus wear protective equipment when handling it.
- Asbestos fibres can lodge in lungs - causes cancer years later. Be cautious with asbestos and seek advice (there shouldn't be any asbestos in the lab).
- Many chemicals can cause dermatitis or other skin ailments (some people are more susceptible than others). Keep your hands away from chemicals (gloves available if needed). Wash your hands if they should come into contact with chemicals of any sort.
- In general - do not eat in labs. Wash hands after leaving the lab and before eating. Label all containers of chemicals and never use lemonade or similar bottles to store chemicals in.

### Machinery

- In the lab, rotary pumps have powerful electric motors with a drive belt. The belt guard is not infallible protection against long hair or a tie being caught up in the belt. Fans on diffusion pumps are also a hazard.
- In a machine shop - get expert advice. You should not use machines without supervision.

### **Gas Cylinders**

Contain gas at high pressure (~ 200 atmospheres). If a cylinder topples over, the danger results from its large weight and from the possibility that the cylinder neck may fracture (ejecting the valve). Gas cylinders should be secured to the wall. There are two valves to operate cylinders - get advice from the demonstrator the first time you use one.

"Common" accidents, e.g. falling down stairs, tripping over obstacles etc. Keep passageways clear of obstacles (e.g. bench stools, books, unused equipment) - especially in darkened labs. No horseplay in labs.

Radioactive or X-ray sources are covered by special rules. They must not be used without an approved scheme of work signed by the Department Radiation Protection Advisor.

**Lasers** are divided into modules, according to the power:

1	Harmless
2 or 3R	Low power but precautions needed
3B	Medium power - severe eye damage possible
4	Severe eye and skin damage possible

Before using any laser other than a class 1 you must have permission from your Supervisor who will arrange for an approved scheme of work countersigned by the Departmental Radiation Supervisor. For students who take a project including lasers you will have to attend the departments laser safety training.

Finally, your first accident may be one we have not thought of yet. So be careful!

## APPENDIX 1 – Degree Regulations

To view the regulations for previous, current or upcoming academic years, please click on the relevant links below and this will download a PDF. Please note that the categories below are for subject groupings rather than specific programme titles.

- Individual programme regulations should be read in conjunction with the [General Regulations for Undergraduate & Integrated Masters Awards](#) and [General Regulations for Graduate and Postgraduate Awards](#)

Upcoming academic year (2025/25) and previous years archived regulations are available here:  
<https://www.strath.ac.uk/studywithus/academicregulations/physics/>


### **Academic year (2025/26) regulations:**

Undergraduate (UG) Awards

- [Physics](#)
- [Physics with Advanced Research](#)



## APPENDIX 2 - PROGRAMME SPECIFICATIONS

<b>Programme Specification</b>	 <b>University of Strathclyde</b>
<b>Programme title and name of final award:</b> BSc Mathematics and Physics (Honours)	
<b>UCAS Code:</b> GF13	
<b>Awarding institution:</b> University of Strathclyde	
<b>Teaching institution(s):</b> University of Strathclyde	
<b>Credit and level definition of final award:</b> Credit Total 480 SCQF (= 240 ECTS credits) including a minimum of 120 Level 10 SCQF credits (SHE Level 4) and a minimum of 120 Level 9 SCQF credits (SHE Level 3).	
<b>Credit and level definition(s) of any intermediate exit points:</b>	
<b>BSc Mathematics and Physics:</b> Credit Total 360 SCQF (=180 ECTS credits) including a minimum of 60 Level 9 SCQF credits (SHE Level 3).	
<b>Diploma of Higher Education in Mathematics and Physics:</b> Credit Total 240 SCQF (= 120 ECTS credits) including a minimum of 100 Level 8 SCQF credits (SHE Level 2).	
<b>Certificate of Higher Education in Mathematics and Physics:</b> Credit Total 120 SCQF (= 60 ECTS credits).	
<b>Reference points for academic standards (i.e. subject benchmark statements):</b>	
<p>The course is designed to meet the credit requirements specified by the Scottish Credit and Qualifications Framework. In addition, attention is paid to both the Quality Assurance Agency's Mathematics, Statistics and Operational Research, and the Physics, Astronomy and Astrophysics benchmark statements. Please see the following links:</p>	
<p><a href="#">Mathematics, Statistics and Operational Research Benchmark Statement</a></p>	
<p><a href="#">Physics, Astronomy, and Astrophysics Benchmark Statement</a></p>	
<b>Professional, statutory or regulatory body accreditation:</b>	
<p>The course is designed around the Institute of Physics' "Core of Physics" and so will satisfy the necessary requirements for accreditation by the Institute of Physics.</p>	
<b>Aims of the programme:</b>	
<p>To offer access to students of diverse educational backgrounds and provide them with a programme which meets the accepted benchmark standards and frameworks for higher education and to ensure their transition into university is successful.</p>	
<p>To provide high-quality education to Honours level in a wide range of subjects in modern mathematics and physics, within an environment committed to excellence in teaching and research.</p>	
<p>To enable students to develop detailed knowledge and critical understanding of both theoretical and applied elements of mathematics and physics, to prepare them for employment in leading roles in a wide variety of fields in industry, commerce or research.</p>	
<p>To develop critical and analytical problem-solving skills and general transferable skills which will prepare students for more general graduate employment.</p>	
<p>To equip students with the grounding in mathematics and physics and learning skills necessary for postgraduate study.</p>	
<p>To enable students to develop an appreciation of the links between research in mathematical physics and the teaching they are exposed to.</p>	
<b>Learning outcomes of the programme (knowledge and understanding, skills and other attributes):</b>	
<p>Graduates will be able to demonstrate subject knowledge which covers many of the main areas of mathematical physics.</p>	
<p>Graduates will be able to demonstrate an understanding of the principle mathematical theories, fundamental physical laws and theories together with a critical understanding of one or more specialised areas through applying a range of concepts and principles in loosely-defined everyday contexts, showing effective judgement in the selection and application of tools and techniques.</p>	
<p>Graduates will be able to demonstrate a good level of skill in identifying relevant physical principles and laws, in calculation and manipulation of the material within this body of knowledge. They will be able to develop and evaluate logical arguments, presenting them and their conclusions clearly and accurately.</p>	
<p>Graduates will be able to demonstrate a range of problem solving skills e.g. abstracting the essentials of problems, formulating them mathematically and obtaining solutions by appropriate methods. Graduates will be</p>	

able to undertake a critical analysis of data and draw conclusions from the data producing clear graphs and reports. Graduates will be able to demonstrate a range of appropriate general skills including IT competency.
<b>Normal duration of the programme:</b> Full-time study: The course is designed to last for four years. This period may be reduced if a candidate presents with suitable accredited prior learning. Part-time study: A student may take two years to cover the material normally taken over one year.
<b>Structure of the programme (including mode of study):</b> A four-year programme during which full-time students take a minimum of 120 credits per year. Each year contains compulsory modules and some years contain either optional modules which relate to different areas of mathematics and physics and/or elective modules from other subject areas in the university. Regulations for the degree are published at: <a href="https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/">https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/</a>
<b>Methods of assessment and learning and teaching approaches:</b> <b>Assessment.</b> The course incorporates a range of assessment types. Continuous assessment during some modules and summative assessment at the conclusion of modules both contribute to the overall assessment and are used to formally measure achievement in specific learning outcomes. Understanding, knowledge and subject-specific skills are assessed by coursework assignments, reports, presentations and written examinations. Formative assessment is used to provide feedback and inform student learning. <b>Learning and teaching.</b> The following teaching methods are used: lectures (using a variety of media including electronic presentations and computer demonstrations), tutorials, problems modules, computer laboratories, coursework, projects. Teaching is student-focussed, with students encouraged to take responsibility for their own learning and development. Students additionally learn through structured group work in problem solving and collaborative student presentations. Resource-based and problem-based learning are used to facilitate the motivational and assimilative phases of the learning process. Modules are supported by web-based materials.
<b>Entry requirements including opportunities for credit transfer into the Programme (i.e. from HNC, HND):</b> <b>Highers:</b> AABB or ABBBC including Mathematics at A and Physics at B. Applicants with contextual flags will be made offers of ABBB or ABBCC including Mathematics at A and Physics at B <b>A-levels:</b> Second-year entry ABB including Mathematics at A and Physics at B. First-year entry BBB including Mathematics and Physics both at B. <b>AS/ASUB-levels:</b> As Highers. <b>ACCESS/HNC/HND/CertHE/Irish Leaving Certificate/International Baccalaureate</b> will be given individual consideration for entry at the appropriate level.
<b>Pointers to further study-progression routes and any major opportunities for credit transfer out of the programme:</b> Students who gain a second class (upper division) qualification or above are eligible for admission to a PhD or Masters programme. Transfer to the BSc Mathematics and BSc Physics degrees is normally possible at any time.
<b>Further information:</b> Details of class specific learning outcomes can be found at: <a href="https://ben.mis.strath.ac.uk/classcatalogue/">https://ben.mis.strath.ac.uk/classcatalogue/</a>
<b>Date of approval by the Faculty Board of Study:</b>

<b>Programme Specification</b>
<b>Programme title and name of final award: BSc Physics (Hons)</b>
<b>UCAS Code: F300</b>
<b>Awarding institution:</b> University of Strathclyde
<b>Teaching institution(s):</b> University of Strathclyde
<b>Credit and level definition of final award:</b> <b>BSc Physics (Hons):</b> Credit Total 480 SCQF (= 240 ECTS credits) Including a minimum of 100 Level 10 SCQF credits (SHE Level 4) and a minimum of 100 Level 9 SCQF credits (SHE Level 3).
<b>Credit and level definition(s) of any intermediate exit points</b> <b>BSc Physics:</b> Credit Total 360 SCQF (= 180 ECTS credits) Including a minimum of 60 Level 9 SCQF credits (SHE Level 3). <b>Diploma of Higher Education in Physics:</b> Credit Total 240 SCQF (= 120 ECTS credits) Including a minimum of 100 Level 8 SCQF credits (SHE Level 2). <b>Certificate of Higher Education in Physics:</b> Credit Total 120 SCQF (= 60 ECTS credits).
<b>Reference points for academic standards (i.e. subject benchmark statements):</b> The course is defined to meet the credit requirements specified by the Scottish Credit and Qualifications Framework. In addition attention is paid to the Quality Assurance Agency's Physics benchmark statements. Please see the link:  <a href="#">Physics, Astronomy, and Astrophysics Benchmark Statement</a>
<b>Professional, statutory or regulatory body accreditation:</b> The course is designed around the Institute of Physics' "Core of Physics" and so will satisfy the necessary requirements for accreditation by the Institute of Physics.
<b>Aims of the programme:</b> To offer access to students of diverse educational backgrounds and provide them with a programme with outcomes which meet the accepted benchmark standards and frameworks for higher education. To offer this education in a manner that produces a smooth transition between school and university. To provide a high quality education in physics within an environment that is committed to excellence both in teaching and research and highlights the links between research and teaching. To provide students with the skills necessary to work in a wide variety of careers or follow specialist interests. To produce graduates, who have a broad based knowledge and understanding of useful physics and the ability to apply their learning as effective independent lifelong learners.
<b>Learning outcomes of the programme (knowledge and understanding, skills and other attributes):</b> At the end of this programme students will be able – To demonstrate an understanding of basic physical concepts and apply these concepts, where appropriate, to the solution of everyday problems. To apply the necessary mathematics to address physical problems. To undertake a critical analysis of data and relate this data to relevant theories and models. To plan, perform and report the outcomes of an investigation be it experimental, computational or theoretical in nature. Students will also be aware of the latest developments in areas of physics that reflect the Department's research interests. This programme will enable a student to become a successful independent learner and enhance

the following key skills: problem solving skills, investigative skills, communication skills and IT skills.

**Normal duration of the programme:**

Full time study: The course is designed to last for 4 years. In exceptional cases this period may be reduced if a candidate presents with suitable accredited prior learning.

**Structure of the programme (including mode of study):**

A four-year programme during which full time students take a minimum of 120 credits per year. Each year contains compulsory and optional / elective modules which relate to different areas of physics. Detailed breakdown of the material studied each year can be found in the regulations for the degree that are published at:

<https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/>

**Methods of assessment and learning and teaching approaches:**

**Methods of assessment:** Both formative and summative assessment techniques are used throughout the course. Assessment practice includes the following – examinations (closed and open book, oral, online), continuous assessment, written report, moderated peer assessment in tutorials and workshops, talks and poster sessions.

**Teaching methods:** Standard lectures using modern delivery tools such as Powerpoint etc. Problem and peer based learning in tutorials. Interactive learning using both personal response systems and web-based teaching resources. Group based learning

**Entry requirements including opportunities for credit transfer into the Programme (i.e. from HNC, HND):**

Highers: AABB or ABBBB including Mathematics and Physics at B. Applicants with contextual flags will be made offers of ABBB or ABBBC including Mathematics and Physics at B

A-Levels: 1<sup>st</sup> year entry BBB including Mathematics and Physics and a pass in the practical component.

HNC/HND/CertHE/Irish Leaving Certificate/International Baccalaureate will be given individual consideration for entry at the appropriate level.

**Pointers to further study-progression routes and any major opportunities for credit transfer out of the programme:**

Students qualified with a Lower Second class degree are eligible for admission to taught Masters or MRes programmes. Students with Upper Second class or First class are eligible for admission into PhD programmes. Transfer up to Integrated Masters at any stage of the course is possible subject to students performing at a suitable level. Transfer to other course within the University is usually possible up to the end of first year.

The degree is designed to match into the Bologna process.

**Further information:**

Details of class specific learning outcomes can be found at:

<https://ben.mis.strath.ac.uk/classcatalogue/>

**Date of approval by the Faculty Board of Study:**

## Programme Specification



**Programme title and name of final award:** BSc Physics With Teaching (Hons)

**UCAS Code:** F3XC

**Awarding institution:** University of Strathclyde

**Teaching institution(s):** University of Strathclyde

<p><b>Credit and level definition of final award:</b>  <b>BSc Physics with Teaching (Hons):</b> Credit Total 480 SCQF (= 240 ECTS credits) Including a minimum of 100 Level 10 SCQF credits (SHE Level 4) and a minimum of 100 Level 9 SCQF credits (SHE Level 3).</p>
<p><b>Credit and level definition(s) of any intermediate exit points</b>  <b>BSc Physics:</b> Credit Total 360 SCQF (= 180 ECTS credits) Including a minimum of 60 Level 9 SCQF credits (SHE Level 3).  <b>Diploma of Higher Education in Physics:</b> Credit Total 240 SCQF (= 120 ECTS credits) Including a minimum of 100 Level 8 SCQF credits (SHE Level 2).  <b>Certificate of Higher Education in Physics:</b> Credit Total 120 SCQF (= 60 ECTS credits).</p>
<p><b>Reference points for academic standards (i.e. subject benchmark statements):</b>  The course is defined to meet the credit requirements specified by the Scottish Credit and Qualifications Framework. In addition, attention is paid to the Quality Assurance Agency's Physics benchmark statements. Please see the link:   <a href="#">Physics, Astronomy, and Astrophysics Benchmark Statement</a></p>
<p><b>Professional, statutory or regulatory body accreditation:</b>  The course is designed around the Institute of Physics' "Core of Physics" and so will satisfy the necessary requirements for accreditation by the Institute of Physics. The course also satisfies the requirements defined by Graduate Teaching Council Scotland.</p>
<p><b>Aims of the programme:</b>  To offer access to students of diverse educational background and provide them with a programme with outcomes which meet the accepted benchmark standards and frameworks for higher education.  To offer this education in manner that produces a smooth transition between school and university.  To provide a high quality education in physics and teacher training within an environment that is committed to excellence both in teaching and research and highlights the links between research and teaching.  To provide students with the skills necessary to become a teacher of physics in a high school.</p>
<p><b>Learning outcomes of the programme (knowledge and understanding, skills and other attributes):</b>  At the end of this programme students will be able –  To demonstrate an understanding of basic physical concepts and demonstrate these concepts in a classroom or other environment.  To apply the necessary mathematics to address and support physical examples.  To plan, perform and deliver lessons in an effective and logical fashion.  Students will also be aware of the latest developments in areas of physics that reflect the Department's research interests.  This programme will enable a student to become a successful independent learner and enhance the following key skills: problem solving skills, investigative skills, communication skills and IT skills.</p>
<p><b>Normal duration of the programme:</b>  Full time study: The course is designed to last for 4 years. In exceptional cases this period may be reduced if a candidate presents with suitable accredited prior learning.</p>
<p><b>Structure of the programme (including mode of study):</b>  A four-year programme during which full time students take a minimum of 120 credits per year. The course is delivered in a 3+1 mode with first three years taught by the Physics Department and the final year delivered by the Graduate Teacher Training programme offered by the School of Education. Each year contains compulsory and optional / elective modules which relate to different areas of physics and Education theory / practice. Detailed breakdown of the material studied each year can be found in the regulations for the degree that are published at:  <a href="https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/">https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/</a></p>
<p><b>Methods of assessment:</b> Both formative and summative assessment techniques are used</p>

throughout the course. Assessment practice includes the following – examinations (closed and open book, oral, online), continuous assessment, written report, moderated peer assessment in tutorials and workshops, talks and poster sessions.

**Teaching methods:** Standard lectures using modern delivery tools such as Powerpoint etc. Problem and peer-based learning in tutorials. Interactive learning using both personal response systems and web-based teaching resources. Group based learning. In school training during year 4 of the course.

**Entry requirements including opportunities for credit transfer into the Programme (i.e. from HNC, HND):**

Highers: AABB or ABBBB including Mathematics and Physics at B. Applicants with contextual flags will be made offers of ABBB or ABBBC including Mathematics at B and Physics at B. A candidate must also possess at least a Grade C in Higher English or equivalent

A-Levels: 1<sup>st</sup> year entry BBB including Mathematics and Physics and a pass in the practical component.

HNC/HND/CertHE/Irish Leaving Certificate/International Baccalaureate will be given individual consideration for entry at the appropriate level.

**Pointers to further study-progression routes and any major opportunities for credit transfer out of the programme:**

Transfer to either the BSc Physics (Hons) or Integrated Masters at any stage of the course is possible, subject to students performing at a suitable level, up until the end of third year.

Transfer to other course within the University is usually possible up to the end of first year.

**Further information:**

Details of class specific learning outcomes can be found at:

<https://ben.mis.strath.ac.uk/classcatalogue/>

**Date of approval by the Faculty Board of Study:**



# Programme Specification



**Programme title and name of final award:** MPhys

**UCAS Code:** F303

**Awarding institution:** University of Strathclyde

**Teaching institution(s):** University of Strathclyde

**Credit and level definition of final award:**

**MPhys:** Credit Total 600 SCQF (= 300 ECTS credits) Including a minimum of 120 Level 11 SCQF credits (SHE Level 5) and a minimum of 100 Level 10 SCQF credits (SHE Level 4).

**MPhys with Specialisation in ...:** Credit Total 600 SCQF (= 300 ECTS credits) Including a minimum of 120 Level 11 SCQF credits (SHE Level 5) and a minimum of 100 Level 10 SCQF credits (SHE Level 4).

**Credit and level definition(s) of any intermediate exit points**

**BSc Physics (Hons):** Credit Total 480 SCQF (= 240 ECTS credits) Including a minimum of 100 Level 10 SCQF credits (SHE Level 4) and a minimum of 100 Level 9 SCQF credits (SHE Level 3).

**BSc Physics:** Credit Total 360 SCQF (= 180 ECTS credits) Including a minimum of 60 Level 9 SCQF credits (SHE Level 3).

**Diploma of Higher Education in Physics:** Credit Total 240 SCQF (= 120 ECTS credits) Including a minimum of 100 Level 8 SCQF credits (SHE Level 2).

**Certificate of Higher Education in Physics:** Credit Total 120 SCQF (= 60 ECTS credits).

**Reference points for academic standards (i.e. subject benchmark statements):**

The course is defined to meet the credit requirements specified by the Scottish Credit and Qualifications Framework. In addition attention is paid to the Quality Assurance Agency's Physics benchmark statements. Please see the link:

[Physics, Astronomy, and Astrophysics Benchmark Statement](#)

**Professional, statutory or regulatory body accreditation:**

The course is designed around the Institute of Physics' "Core of Physics" and so will satisfy the necessary requirements for accreditation by the Institute of Physics.

**Aims of the programme:**

To offer access to students of diverse educational background and provide them with a programme with outcomes which meet the accepted benchmark standards and frameworks for higher education.

To offer this education in manner that produces a smooth transition between school and university.

To provide a high quality education in physics within an environment that is committed to excellence both in teaching and research and highlights the links between research and teaching.

To provide students with the skills necessary to work in a wide variety of careers or follow specialist interests.

To produce physicists who are able to follow a professional physicist's career pathway by following post-graduate studies

To produce graduates, who have a broad based knowledge and understanding of useful physics and the ability to apply their learning as effective independent lifelong learners.

**Learning outcomes of the programme (knowledge and understanding, skills and other attributes):**

At the end of this programme students will be able –

To demonstrate an understanding of basic physical concepts and apply these concepts, where appropriate, to the solution of everyday problems.

To apply the necessary mathematics to address physical problems.

To undertake a critical analysis of data and relate this data to relevant theories and models.

To plan, perform and report the outcomes of an investigation be it experimental, computational or theoretical in nature.

To produce students capable of making informed judgements about key ethical questions in physics.

Students will also be aware of the latest developments in areas of physics that reflect the Department's research interests.

This programme will enable a student to become a successful independent learner and enhance the following key skills: problem solving skills, investigative skills, communication skills and IT skills.

## Programme Specification



**Programme title and name of final award:** MPhys in Physics with Advanced Research

**UCAS Code:** F3F3

**Awarding institution:** University of Strathclyde

**Teaching institution(s):** University of Strathclyde

**Credit and level definition of final award:**

**MPhys:** Credit Total 640 SCQF (= 320 ECTS credits) Including a minimum of 120 Level 11 SCQF credits (SHE Level 5) and a minimum of 100 Level 10 SCQF credits (SHE Level 4).

**Credit and level definition(s) of any intermediate exit points**

**BSc Physics (Hons):** Credit Total 480 SCQF (= 240 ECTS credits) Including a minimum of 100 Level 10 SCQF credits (SHE Level 4) and a minimum of 100 Level 9 SCQF credits (SHE Level 3).

**BSc Physics:** Credit Total 360 SCQF (= 180 ECTS credits) Including a minimum of 60 Level 9 SCQF credits (SHE Level 3).

**Diploma of Higher Education in Physics:** Credit Total 240 SCQF (= 120 ECTS credits) Including a minimum of 100 Level 8 SCQF credits (SHE Level 2).

**Certificate of Higher Education in Physics:** Credit Total 120 SCQF (= 60 ECTS credits).

**Reference points for academic standards (i.e. subject benchmark statements):**

The course is defined to meet the credit requirements specified by the Scottish Credit and Qualifications Framework. In addition attention is paid to the Quality Assurance Agency's Physics benchmark statements. Please see the link

[Physics, Astronomy, and Astrophysics Benchmark Statement](#)

**Professional, statutory or regulatory body accreditation:**

The course is designed around the Institute of Physics' "Core of Physics" and so will satisfy the necessary requirements for accreditation by the Institute of Physics.

**Aims of the programme:**

To offer access to students of diverse educational background and provide them with a programme with outcomes which meet the accepted benchmark standards and frameworks for higher education.

To offer this education in manner that produces a smooth transition between school and



university.

To provide a high-quality education in physics within an environment that is committed to excellence both in teaching and research and highlights the links between research and teaching.

To produce physicists who are able to follow a professional physicist's career pathway by following post-graduate studies.

To provide students with the skills necessary to work in a wide variety of careers or follow specialist interests.

To produce graduates, who have a broad-based knowledge and understanding of useful physics and the ability to apply their learning as effective independent lifelong learners.

**Learning outcomes of the programme (knowledge and understanding, skills and other attributes):**

At the end of this programme students will be able –

To demonstrate an understanding of basic physical concepts and apply these concepts, where appropriate, to the solution of everyday problems.

To apply the necessary mathematics to address physical problems.

To undertake a critical analysis of data and relate this data to relevant theories and models.

To plan, perform and report the outcomes of an investigation be it experimental, computational or theoretical in nature.

To produce students capable of making informed judgements about key ethical questions in physics.

Students will also be aware of the latest developments in areas of physics that reflect the Department's research interests.

This programme will enable a student to become a successful independent learner and enhance the following key skills: problem solving skills, investigative skills, communication skills and IT skills.

**Student curriculum:** <https://www.strath.ac.uk/science/physics/currentstudents/curriculum/>

## APPENDIX 3 – Faculty of Science Degree Award Algorithm

### Principles

1. Given that the SCQF (which underpins the University's General Regulations) is based on "Levels of Study" rather than "Years of Study", the algorithm should reflect this by being composed from credit weighted means of marks over "Levels of Study" rather than "Years of Study".
2. It is the mark at the first attempt at any class that is used in the calculation.
3. For all degrees (Honours and Integrated Masters) modules at the two highest levels of study will be included; i.e. normally Levels 3 and 4 for Honours and Levels 4 and 5 for Integrated Masters. Exceptionally, where a curriculum for the award of an honours degree includes level 5 modules these shall be included in the algorithm as if they were Level 4 modules where this is to the benefit of the student.
4. All modules at each appropriate level in the students required curriculum shall be included in the calculation unless a class is assessed only on a Pass/Fail basis in which case it is omitted from the algorithm.
5. The weightings of the marks in the Composite Mark Algorithm shall reflect the credit value of the class and also the level of the class to reflect the general consensus that the marks at the higher level of study should have significantly more bearing on the final outcome.
6. Any exception from the Faculty Final Assessment Composite Mark Algorithm must be approved by the Faculty Board of Study.

### The Composite Mark Algorithm

The Faculty Composite mark is calculated as

$$C = \frac{\sum w_i c_i m_i}{\sum w_i c_i}$$

where  $c_i$  is the credit value of the class,  $m_i$  is the percentage mark gained in the class.

**For Honours Degrees** the sum is over all level 3 and level 4 modules taken in years 3 and 4, and  $w_i = 1$  for level 3 modules and 3 for level 4 modules. Where a curriculum for the award of an honours degree includes level 5 modules these shall be included in the algorithm as if they were Level 4 modules where this is to the benefit of the student.

**For Integrated Masters** the sum is over all level 4 and level 5 modules taken in years 4 and 5, and  $w_i = 1$  for level 4 modules and 3 for level 5 modules.

Alternatively, denoting the credit weighted average (CWA) mark for level 3, 4 and 5 modules by  $L3$ ,  $L4$  and  $L5$  respectively, this can be calculated **for Honours** by

$$C = \frac{mL3 + 3nL4}{m + 3n}$$

where  $m$  and  $n$  are the numbers of credits at Level 3 and Level 4 respectively; and **for** Integrated Masters by

$$C = \frac{mL4 + 3nL5}{m + 3n}$$

where  $m$  and  $n$  are the numbers of credits at Level 4 and Level 5 respectively.

Where a curriculum contains the **same number** of credits (normally 120) at both levels included in the algorithm, the calculation is equivalent to

For Honours:  $0.25 \cdot L3 + 0.75 \cdot L4$

For Integrated Masters:  $0.25 \cdot L4 + 0.75 \cdot L5$ .

## APPENDIX 4 – Prize Information

### Prizes and Rubric for their Award

**Astronomical Society of Glasgow Prize:** Offered annually by the Astronomical Society of Glasgow for award to the most distinguished student in the final examinations for a BSc Honours or MSci degree in Mathematics or Physics.

**Professor James Blyth Memorial Prize:** Founded in 1908 by students and friends as a tribute to the memory of Professor James Blyth MA LLD FRSE Professor of Natural Philosophy in the Glasgow and West of Scotland Technical College from 1880 to 1906. Awarded to a meritorious student in the first-year class in Physics.

**Kelvin Prizes:** Founded in 1962 by Mrs Hilda M Beilby, daughter-in-law of a former Head of the Governors of the Royal Technical College, Sir George T. Beilby LLD DSc FRS, to commemorate the name of her grand-uncle, Lord Kelvin. One prize awarded to a meritorious student in the final year of an undergraduate course in the Department of Mathematics and the other to a meritorious student in the final year of an undergraduate course in the Department of Physics.

**Malcolm Kerr Prizes:** Provided by an endowment arising under the terms of the Deed of Settlement of the late Malcolm Kerr, stationer in Glasgow. Four prizes awarded to meritorious students in the first year class in Physics, and two to meritorious students in the first year class in Biology.

**Frank Leslie Prize:** Founded in 2000 by the Department of Mathematics, in association with the Department of Physics, in commemoration of the late Professor Frank M Leslie DSc FRSE FRS, Professor in the Department of Mathematics from 1979 to 2000. Awarded to a meritorious student in the final year of the joint honours BSc course in Mathematics and Physics.

**A. S. McLaren Prize in Physics:** Founded in 1978 by the former School of Mathematics, Physics and Computer Science as a memorial to Mr A S McLaren, Lecturer and Senior Lecturer in the former Department of Natural Philosophy from 1946 to 1977. Awarded annually on the recommendation of the Head of the Department of Physics to the student who achieves the best performance in the second year Physics Laboratory.

**Professor James Muir Prize:** Founded in 1939 under an endowment by students and friends to commemorate Professor James Muir MA DSc ARCST FIntsP Professor of Natural Philosophy in the Royal Technical College from 1906 to 1938. Awarded to a meritorious student in the final year of the course for a BSc or MSci degree in Physics.

**Fred Stern Memorial Prize:** Founded in 1978 by students and friends as a tribute to the memory of Dr Fred Stern, Lecturer in the Royal College of Science and Technology from 1957 to 1964, and in the University of Strathclyde from 1964 to his death in 1977. Awarded, on the nomination of the Head of the Department of Physics, to students in that Department who have exceptionally distinguished themselves, either by attainment or improvement. The prize money shall be used for a purpose proposed by the recipient, and agreed by the Head of Department, but this shall always include a suitable book. The amount of the prize shall be determined by the Head of Department, by reference to the accumulated value of the endowment at the time.

**Richard Thornley Memorial Prize:** Founded in 1987 to the memory of Dr F R Thornley, lecturer in the University of Strathclyde from 1976 to his death in 1987. Awarded, on the nomination of the Head of the Department of Physics, to a third- or fourth-year undergraduate in the Department of Physics for written work dealing with a specific problem in Physics or Applied Physics, whose solution has social, moral philosophical, cultural, or technological implications. The work will be judged on both the discussion of these implications and on the depth of scientific understanding.

**Outstanding Contribution to Enhancing Student Experience:** Founded in 2020, this Prize was introduced in recognition that some students go to extraordinary lengths to support their peers and enhance their learning experience throughout the year. Nominations for the Prize are accepted from both students and staff.

## APPENDIX 5 – John Anderson Campus Building Codes

Below is a list of buildings with their timetabling room prefix. Click the building name to view [a map](#) showing its location on campus where you can also view building's *floorplans*.

Prefix	Building Name	Notes
AB	<a href="#">Robertson Wing</a>	SIPBS
AL	<a href="#">181 St James Road (Estates)</a>	
AQ	<a href="#">Lord Todd Building</a>	
AT	<a href="#">Alexander Turnbull Building</a>	
BH	<a href="#">Barony Hall</a>	
CL	<a href="#">Collins Building</a>	
CU	<a href="#">Curran Building (Library)</a>	
CW	<a href="#">Cathedral Street Wing (Business School)</a>	
DW	<a href="#">Sir William Duncan Wing</a>	
GH	<a href="#">Graham Hills Building</a>	
HD	<a href="#">Henry Dyer Building</a>	
HL	<a href="#">Kelvin Hydrodynamics Laboratory</a>	
HW	<a href="#">Hamnett Wing</a>	SIPBS
JA	<a href="#">John Anderson Building</a>	
JW	<a href="#">James Weir Building</a>	
LH	<a href="#">Lord Hope Building</a>	
LT	<a href="#">Livingstone Tower</a>	
MC	<a href="#">McCance Building</a>	
RC	<a href="#">Royal College Building</a>	Assembly hall is on level 4
SH	<a href="#">Strathclyde Sport</a>	
SP	<a href="#">St Pauls Chaplaincy Centre</a>	
SW	<a href="#">Stenhouse Wing (Business School)</a>	
TC	<a href="#">Technology Innovation Centre</a>	
TG	<a href="#">Thomas Graham Building</a>	
TL	<a href="#">Teaching and Learning Building</a>	
UC	<a href="#">University Centre</a>	
WC	<a href="#">Wolfson Centre</a>	

## **APPENDIX 6 – Final Year Project Key Dates**

To reach the PH450, PH550 & PH570 coordinator team, email:  
**Physics-UG-Projects@strath.ac.uk**

### **PH450**

**Taken in 4th year by MPhys and BSc Physics**

**Optional for BSc Mathematics and Physics students**

**Passing this module is a required part of the MPhys and BSc Physics degree.**

Up-to-date information, including the schedule for project allocation, is available on the [PH450 Myplace pages](#). As the situation remains fluid, students should periodically check for updates. However, it is still worthwhile for students, if they so wish, to contact prospective Supervisors to discuss potential projects in advance of the standard allocation process.

### **Approximate Schedule for Project Allocation**

**Beginning September** Release of project list version 1.0. Further project information to follow.

**Semester 1 Week 0:** Project Information Sessions, Safety Induction (mandatory), Project Selection via Online Form

**Semester 1 Week 1:** Project Allocation via method of Abraham, D.J. et al (2007) Journal of Discrete Algorithms, Vol. 5, 73-90.

### **Project Timetables**

#### **Project Information for Continuing 5<sup>th</sup> Year Students**

### **PH550**

**Passing this module is a required part of the MPhys Physics degree**

All up-to-date information, including the schedule for project allocation, is available on the [PH550 Myplace pages](#). As the situation remains fluid, students should periodically check for updates. However, it is still worthwhile for students, if they so wish, to contact prospective Supervisors to discuss projects in advance of the standard allocation process.

### **PH570**

**Passing this module is a required part of the MPhys Physics with Advanced Research degree**

All up-to-date information, including the schedule for project allocation, is available on the [PH570 Myplace pages](#). As the situation remains fluid, students should periodically check for updates. However, it is still worthwhile for students, if they so wish, to contact prospective Supervisors to discuss projects in advance of the standard allocation process.