

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

Surname:	Neiser
First Name(s):	Tom Frederik
Date of Birth:	13-Jan-1990
Student Identification Number:	00549826

INFORMATION IDENTIFYING THE QUALIFICATION

Name of Qualification and (if applicable) title conferred:	BSc & ARCS in Physics with Theoretical Physics
Main Field(s) of Study for the Qualification	Mathematical & Theoretical Physics
Overall Classification of the Qualification:	Second Class Honours (Upper Division)
Conferral Date:	01-Aug-2011
Name and Status of Awarding Institution:	<i>Imperial College London is an independent self-governing university active in teaching, research and scholarship established by Royal Charter through the Privy Council.</i>
Name and Status of institution administering studies (if different awarding institution):	
Language(s) of instruction/ examination:	English

INFORMATION ON THE LEVEL OF THE QUALIFICATION

Level of Qualification:	Level 6 (see FHEQ explanation attached)
Official Length of Programme:	3 Years
Access Requirements:	The minimum general entrance requirements prescribed by the College are passes in a recognised General Certificate of Education examination either in two subjects at A level or in one subject at A level and two subjects at AS level or in four subjects at AS level. The majority of students entering the College have at least 3 passes at GCE A-level with a preponderance of A grades.

INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study:	Access to Masters (Level 7) degree programmes
Professional status (if applicable):	MSci and BSc graduates qualify for Associate Membership of the Institute of Physics (AMInstP) and fulfil the academic conditions for full Membership of the Institute of Physics (MInstP). MSci graduates fulfil the academic conditions for Chartered Physicist (CPhys) status, but BSc graduates will need to undertake additional periods of further learning, such as an MSc or MRes, after graduation to fully qualify.

ADDITIONAL INFORMATION

Additional information:	www.imperial.ac.uk
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Programme Details:**2008/2009 Year 1 Physics with a Year in Europe****Overall Year Result:** Pass

Course Title	Mark	Result	Units
Mechanics and Relativity	84	Pass	0.5
Electricity and Magnetism	72	Pass	0.5
Structure of Matter, Vibrations & Waves and Quantum Physics	70	Pass	0.5
Coursework and Professional Skills	83	Pass	0.75
Mathematical Analysis	78	Pass	0.5
Mathematics	91	Pass	0.75
Physics Laboratory I	72	Pass	0.5
Physics Year 1 Average	79.6	N/A	

2009/2010 Year 2 Physics**Overall Year Result:** Pass

Course Title	Mark	Result	Units
Quantum Mechanics	76	Pass	0.5
Thermodynamics & Statistical Physics	64	Pass	0.5
Electronics in Solids & Applications of Quantum Mechanics	72	Pass	0.5
Electromagnetism & Optics	72	Pass	0.6
Mathematics, Statistics of Measurement & Prof skills	63	Pass	0.7
Mathematical Methods	62	Pass	0.5
Physics Laboratory II	72	Pass	0.7
Physics Year 1 Average	79.6	N/A	
Physics Year 2 Average	68.7	N/A	
Physics Years 1 and 2 Average	72.3	N/A	

2010/2011 Year 3 Physics with Theoretical Physics**Overall Year Result:** Pass

Course Title	Mark	Result	Units
Nuclear and Particle Physics	57	Pass	0
Solid State and Atomic Physics	65	Pass	0
Advanced Classical Physics	52	Pass	0
Core Physics III (Element One Total)	58	Pass	1.5
Plasma Physics	65	Pass	0
Foundations of Quantum Mechanics	54	Pass	0
Group Theory	76	Pass	0
Computational Physics	76	Pass	0
BSc Project	82	Pass	0
Professional Skills III	85	Pass	0
BSc/MSci Options III (Element Two Total)	72	Pass	2.5
Comprehensive Examinations and Professional Skills III (Element Three Total)	56	Pass	0
Comprehensive Papers 1 & 2	53	Pass	0
Physics Year 1 Average	79.6	N/A	
Physics Year 2 Average	68.7	N/A	
Physics Year 3 Average	63.8	N/A	
Physics Degree Average	67.4	N/A	

Mode of Study: Full Time**Dates of Study:** 04-Oct-2008 to 01-Jul-2011**Programme Requirements:**

Bachelor's degrees have an ECTS value of at least 180. Integrated Master's degrees have a value between 240 - 270. ECTS reflects 25-30 hours of work undertaken towards achieving a learning outcome.

Grading Scheme and, if available, grade distribution guidance:

Assessment is carried out by a combination of examinations, coursework and research project.

Honours classification of degrees is according to the following range of marks:

- First class Honours 70 - 100
- Second class Honours (upper division) 60 - 69.9
- Second class Honours (lower division) 50 - 59.9
- Third class Honours 40 - 49.9
- Pass At Examiners' discretion

CERTIFICATION OF THE SUPPLEMENT

VALID ONLY IF STAMPED WITH THE COLLEGE CREST

Nigel Wheatley
Academic Registrar

14 November 2011

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ('Recognised Bodies') are available for download at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/Index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

Qualifications The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was

self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsboundaries09.pdf>)

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Education and Skills (DfES), Scottish Executive, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals and the National Recognition Information Centre for the UK (UK NARIC).

Diagram of higher education qualification levels in England, Wales and Northern Ireland

