

HIGHER EDUCATION ACHIEVEMENT REPORT

Gregory Simon James Wright
Master of Mathematics and Physics (with Honours) Mathematics
and Physics (MMathPhys)

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

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

Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why. The University of Warwick only produces HEARs in a digital format. Only HEARs accessed or verified via www.gradintel.com can be considered valid.

Section 1: Information identifying the holder of the qualification

1.1 Family name(s):	Wright
1.2 Given name(s):	Gregory Simon James
1.3 Date of birth (day/month/year):	06/06/1999
1.4 Student identification number:	1703762
HESA identification number:	1811637037621

HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.

Section 2: Information identifying the qualification

2.1 Qualification achieved:	Not yet awarded
The power to award degrees is regulated by law in the UK.	
2.2 Main field(s) of study:	Mathematics and Physics (MMathPhys)
2.3 Name and status of awarding institution:	The University of Warwick
The University of Warwick is self-governing and legally independent of government but subject to its policies and laws. The University is a degree awarding institution, operating under a Royal Charter which was established in 1965.	
2.4 Name and status of institution (if different from 2.3) administering studies:	As awarding institution
2.5 Language(s) of instruction/examination:	Description not available

Section 3: Information on the level of the qualification

3.1 HESA level of qualification:

See section 8 for reference to nationally devised "level indicators" which relate to the qualification as contained within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (QAA, 2008). Also available at <http://www.qaa.ac.uk/>.

3.2 Official length of programme: 4 years full-time

3.3 Programme entry requirements or access:

Description not available

Section 4: Information on the contents and results gained

4.1 Mode of study:

Year	Mode of Study
18/19	Full-time according to Funding Council definitions
19/20	Full-time according to Funding Council definitions
20/21	Full-time according to Funding Council definitions
21/22	Full-time according to Funding Council definitions

4.2 Programme requirements:

Description not available

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

Programme start date: 24/09/2018

Programme end date: 02/07/2022

The University of Warwick introduced component assessment marks for the HEAR in the academic year 2021/2022. Prior to 2021/2022 component assessment marks are not available.

Physics (MPhys) 18/19

Year	Module Code	Title	Mark %	Credits	ECTS Credits
18/19	PX101-6	Quantum Phenomena	82	6.0	3.00
18/19	PX110-24	Physics Laboratory	70	24.0	12.00
18/19	PX120-12	Electricity and Magnetism	81	12.0	6.00
18/19	PX140-6	Electronics Workshop	81	6.0	3.00
18/19	PX144-6	Introduction to Astronomy	44	6.0	3.00
18/19	PX145-12	Physics Foundations	67	12.0	6.00
18/19	PX146-12	Key Skills for Physics	90	12.0	6.00
18/19	PX147-6	Introduction to Particle Physics	80	6.0	3.00
18/19	PX148-12	Classical Mechanics & Special Relativity	78	12.0	6.00
18/19	PX149-24	Mathematics for Physicists	83	24.0	12.00
18/19	PX150-6	Physics Programming Workshop	100	6.0	3.00
TOTAL YEAR 18/19 CREDITS				126.0	63.00

Mathematics and Physics (MMathPhys) 19/20

Year	Module Code	Title	Mark %	Credits	ECTS Credits
19/20	MA209-6	Variational Principles	0**	0.0	0.00
19/20	MA244-12	Analysis III	74	12.0	6.00
19/20	MA249-12	Algebra II: Groups and Rings	51	12.0	6.00
19/20	MA250-12	Partial Differential Equations	78	12.0	6.00
19/20	MA251-12	Algebra I: Advanced Linear Algebra	62	12.0	6.00
19/20	MA259-12	Multivariable Calculus	68	12.0	6.00
19/20	MA260-12	Norms, Metrics and Topologies	70	12.0	6.00
19/20	PX262-15	Quantum Mechanics and its Applications	65	15.0	7.50
19/20	PX263-7.5	Electromagnetic Theory and Optics	64	7.5	3.75
19/20	PX264-7.5	Physics of Fluids	82	7.5	3.75
19/20	PX265-7.5	Thermal Physics II	66	7.5	3.75
19/20	PX267-7.5	Hamiltonian Mechanics	65	7.5	3.75
19/20	PX276-7.5	Methods of Mathematical Physics	68	7.5	3.75
19/20	PX277-7.5	Computational Physics	98	7.5	3.75
TOTAL YEAR 19/20 CREDITS				132.0	66.00

Mathematics and Physics (MMathPhys) 20/21

Year	Module Code	Title	Mark %	Credits	ECTS Credits
20/21	MA3D1-15	Fluid Dynamics	69	15.0	7.50
20/21	MA3H0-15	Numerical Analysis & PDE's	65	15.0	7.50
20/21	PX366-7.5	Statistical Physics	65	7.5	3.75
20/21	PX382-7.5	Quantum Physics of Atoms	76	7.5	3.75
20/21	PX384-7.5	Electrodynamics	72	7.5	3.75
20/21	PX385-15	Condensed Matter Physics	74	15.0	7.50
20/21	PX390-15	Scientific Computing	82	15.0	7.50
20/21	PX392-7.5	Plasma Electrodynamics	30	7.5	3.75
20/21	PX423-7.5	Kinetic Theory	82	7.5	3.75
20/21	PX440-7.5	Mathematical Methods for Physicists III	58	7.5	3.75
20/21	PX442-15	Laboratory for Mathematics & Physics Students	72	15.0	7.50
TOTAL YEAR 20/21 CREDITS				120.0	60.00

Mathematics and Physics (MMathPhys) 21/22

Year	Module Code	Title	Mark %	Credits	ECTS Credits
21/22	CS917-15	Foundations of Computing		0.0	0.00
		Assessment	Weight	Mark	
		Other	33%	N/A	
		Other	33%	N/A	
		Other	34%	N/A	
21/22	MA4A7-15	Quantum Mechanics: Basic Principles & Probabilistic Methods		0.0	0.00
		Assessment	Weight	Mark	
		Examination - Summer (Weeks 4 to 9)	100%	N/A	
21/22	PX402-45	Physics Project		0.0	0.00
		Assessment	Weight	Mark	
		Other	100%	N/A	
21/22	PX408-7.5	Relativistic Quantum Mechanics		0.0	0.00
		Assessment	Weight	Mark	
		Examination - Summer (Weeks 4 to 9)	100%	N/A	
21/22	PX425-7.5	High Performance Computing in Physics		0.0	0.00
		Assessment	Weight	Mark	
		Other	100%	N/A	
21/22	PX436-15	General Relativity		0.0	0.00
		Assessment	Weight	Mark	
		Examination - April	100%	N/A	
21/22	PX438-7.5	Physics for Fusion Power		0.0	0.00
		Assessment	Weight	Mark	
		Examination - Summer (Weeks 4 to 9)	100%	N/A	
21/22	PX447-15	Quantum Computation and Simulation		0.0	0.00
		Assessment	Weight	Mark	
		Examination - Summer (Weeks 4 to 9)	100%	N/A	

Assessment	Weight	Mark
Written Report	10%	N/A
Examination - January	80%	N/A
Written Report	10%	N/A
TOTAL YEAR 21/22 CREDITS		0.0 0.00
TOTAL CREDITS AWARDED		378.0 189.00

** In certain situations, an assessment for a module could not take place and this has resulted in a “zero” being displayed on the HEAR statement. The zero and absence of a mark simply means there was no opportunity to assess and should not be read as lack of or unsuccessful engagement with those elements of the module.

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

Not available

4.5 Overall classification of the qualification (in original language):

Section 5: Information on the function of the qualification

5.1 Access to further study:

Not applicable

5.2 Professional status (if applicable):

Not applicable

Section 6: Additional information

The University of Warwick has agreed a list of activities undertaken outside the academic curriculum that will be recorded in the HEAR. All activities recorded in this section have been verified by the University. This section also includes any departmental or University prizes won. Other activities and achievements not included in the HEAR, may be recorded in a CV or e-portfolio. Visit <http://www.warwick.ac.uk/hear> for a full list of activities.

Note: The HEAR was introduced at the University of Warwick at the beginning of the 2011/12 academic year, and therefore includes only information about activities undertaken and prizes awarded in the 2011/12 academic year or later.

6.1 Additional information:

6.2 Further information sources:

The University of Warwick is one of the UK's leading universities, with an acknowledged reputation for excellence in research and teaching, for innovation, and for links with business and industry. Its mission is:

- To become a world leader in research and teaching
- Through research of international excellence, to increase significantly the range of human knowledge and understanding
- To equip graduates to make an important contribution to the economy and to society

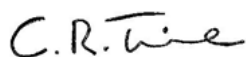
- To serve our local region - academically, culturally and economically
- To continue to make a Warwick education available to all those able to benefit from it, regardless of economic or social circumstances.

Find out more at <http://www.warwick.ac.uk/about>.

Section 7: Certification of the HEAR

7.1 Date Not yet certified

7.2 Signatory: Dr Chris Twine



7.3 Official capacity: Academic Registrar

7.4 Official stamp or seal



Section 8: Information on the national higher education system

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.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for

Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-can-cross-boundaries.pdf>)

Quality Assurance

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

Credit System

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

Admissions

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

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 Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

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

