

MODULE SPECIFICATION

Please contact the Quality Enhancement Office for guidance completing this form on QEO-General@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: 10/06/2016				
Date of approval by the PARP: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) Foundation IT and Study Skills			2.CRN: 50159	
3.University module code:		4.HESA/JACS subject area code ¹ : F300		
5.Level: Level 3	6.Credit Value: 20	7.ECTS Value ⁱⁱ : 10	8.Length of module in semesters: 2	9.Month(s) in which to be offered ⁱⁱⁱ : September
10.Module Status ^{iv} New	11.Title of Module being replaced (<i>if any</i>):		12.With effect from ^v (academic year): September 2017	
13.Originating School: School of Computing, Science & Engineering		14.Module Leader(s) TBC		
15.Programme(s) in which to be offered ^{vi} : BEng Audio Acoustics with Foundation Year BSc Electronic Engineering with Foundation Year BSc Physics with Foundation Year				
16.Pre-requisites (<i>between levels</i>):		17.Co-requisites (<i>within a level</i>):		
18.Indicative learning hours (breakdown of hours required) ^{vii} 200				
Lecture		Fieldwork		
Seminar	23	External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		131
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop	46	Year abroad		
Other – please specify ^{viii}				
19.Percentage of module taught by School(s) other than originating School: 0%				
20.Aims of Module ^{ix} : (maximum of 5) <ol style="list-style-type: none"> 1. To develop IT skills and their use in a scientific context 2. To develop core skills in research and team working 3. To develop skills in presentation and scientific reporting 				

21. Intended Learning Outcomes^x

Knowledge and Understanding (maximum of 5)^{xi}

On successful completion the student will be able to:

- (1) To have an appreciation of the range of applications of physics based knowledge in society.

Transferable/Key Skills and other attributes (maximum of 5)

On completion the student will be able to:

- (2) Demonstrate key IT skills in a scientific context
- (3) Demonstrate an ability to contribute effectively to group activities and organise their own time in working towards identified targets
- (4) Demonstrate communication through written and oral means.

22. Module mark calculation: Method A

23. Assessment components (in chronological order of submission/examination date)

Denote final assessment component in box marked **final assessment component (99)**

Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
Coursework - Problem Based Learning Exercises	1-4	75			No	No	School
					Choose an item.	Choose an item.	Choose an item.
Final assessment component (99) Research Project Presentation and Report	1-4	25		1000	No	Yes	School
24. Is ethical approval for the module required?	No		25. Is ethical approval for an assessment component required? ^{xiv}		No		

26. Learning, teaching and assessment strategies:

Weekly seminars given by a combination of external speakers, who expose students to a wide range of applications of physics and engineering based knowledge and skills to industry, and internal speakers exposing students to best practice in report writing and scientific presentation.

Supervised workshops are used to introduce a series of group based problem based learning exercises involving the use of computers, basic practical skills and analytical skills to perform topical open ended investigations.

The final exercise is a group based research project of a physics based discovery, this is assessed through both a group presentation and report.

27. Syllabus outline:

- Seminar Series - Careers in Physics and Engineering
- IT Skills – the use of spreadsheets in data analysis, graphical representations of data
- Presentation Skills – report writing, scientific presentations
- Problem based learning Exercises – group based research exercises involving open ended investigations of physics and engineering based problems.

28. Indicative texts and/or other learning materials/resources^{xv}:

McMillan K. and J. Weyers How to write Essays and Assignments Prentice Hall, 2010.

Cottrell, S. The Study Skills Handbook Third Edition, Palgrave, 2008.

After initial approval, up to date reading lists can be accessed at <https://salford.rl.talis.com/index.html>

Note: This replaces the LaSU reading lists from September 2015 onwards.

For Office Use only:

QEO Comments:

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- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/)
see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
- ii The ECTS value is half of the module credit value
- iii Please indicate the month (s) in which delivery of the module will commence.
- iv Amendments to the title or credit value constitute a new module.
- v If the delivery month of the module is to be available for different intakes of a programme, please indicate this here. E.g. Module effective from Sept 2014 – to state the module is to be available for Sept 2014 intake & Feb 2014 intake.
- vi The module will only be attached to programmes specified in this section. Any approved module can be available as a stand-alone module.
- vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,13061/href,Calculations_methods.html/#LearningandTeaching
- viii The 'other' category should not be used for learning undertaken by full undergraduate students as 'other' is not used in KIS categories
- ix The aims should express the purpose of the module.
- x The intended learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion.
- xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the USP.
- xii For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
- xiii If Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module
- xiv Please specify component(s) for which ethical approval is required.
- xv The "Indicative texts and/or learning materials/resources" box should include a maximum of five items for new modules. These should be formatted using the University's agreed referencing style for the subject area (usually APA Harvard System 6th). See http://www.salford.ac.uk/library/infolit/tool#referencing_tab for more information. The texts should normally be recent texts (i.e. within the last six years) unless they are a particularly "classic" text. For existing modules, the "Indicative texts and/or learning materials/resources" box should include a link for PARP reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>