

## MODULE SPECIFICATION

Please contact the Quality Enhancement Office for guidance completing this form on [QEO-General@salford.ac.uk](mailto:QEO-General@salford.ac.uk)

This form is available to download from [http://www.governance.salford.ac.uk/page/aqa\\_forms](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: <a href="#">Click here to enter a date.</a>				
1. Module Title: (Full title and short title no more than 30 characters) Foundation Physics B			2.CRN: 50143	
3.University module code:		4.HESA/JACS subject area code <sup>1</sup> : F300		
5.Level: Level 3	6.Credit Value: 20	7.ECTS Value <sup>ii</sup> : 10	8.Length of module in semesters: 2	9.Month(s) in which to be offered <sup>iii</sup> : September
10.Module Status <sup>iv</sup> New	11.Title of Module being replaced ( <i>if any</i> ):		12.With effect from <sup>v</sup> (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 <sup>vi</sup> :  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) <sup>vii</sup> 200				
Lecture	46	Fieldwork		
Seminar		External visits		
Tutorial	23	Work based learning		
Project supervision		Guided independent study		131
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop		Year abroad		
Other – please specify <sup>viii</sup>				
19.Percentage of module taught by School(s) other than originating School: 0%				
20.Aims of Module <sup>ix</sup> : (maximum of 5)  1. Provide a level of knowledge, understanding and competence in basic physics to allow progression onto a technical or scientific degree 2. To develop analytical and numerical problem solving skills in basic physics				

## 21. Intended Learning Outcomes<sup>x</sup>

### Knowledge and Understanding (maximum of 5)<sup>xi</sup>

On successful completion the student will be able to:

- (1) Demonstrate a basic understanding of the laws of physics and their origins.
- (2) Demonstrate competence problem solving using the laws of physics through analytical and numerical means.

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

On completion the student will be able to:

- (3) Demonstrate problem solving skills
- (4) Demonstrate key analytical and numerical skills

## 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 <sup>xii</sup>	Weighting %	Duration	Word count	Component pass required <sup>xiii</sup>	E Submission	Assessment organised by
Physics Portfolio-Coursework	1-4	50			No	Yes	School
					Choose an item.	Choose an item.	Choose an item.
<b>Final assessment component (99)</b> Examination	1-4	50	2 hours		No	No	SID
24. Is ethical approval for the module required?	No		25. Is ethical approval for an assessment component required? <sup>xiv</sup>		No		

## 26. Learning, teaching and assessment strategies:

The module comprises:

46 hours of lectures which are a blend of teacher-centred delivery of important concepts, flipped-classroom and learner-centred delivery for application of concepts in problem solving.

23 hours of problem solving tutorial classes in which students embark on assisted problem solving exercises.

The portfolio element is a combination of set exercises and class tests.

## 27. Syllabus outline:

- Electricity – Electric Circuits, Capacitors, Electronics
- Fields – Electric Fields, Magnetic Fields, Electromagnetic Induction, Alternating Current, Gravitation
- Atomic and Nuclear Physics – Electrons and Photons, Radioactivity, Energy from the Nucleus

## 28. Indicative texts and/or other learning materials/resources<sup>xv</sup>:

Physics (Palgrave Foundation Series) – Jim Breithaupt – Palgrave Macmillan; 4th edition edition (22 Jan. 2015) ISBN-10: 1137443235

A Level Advancing Physics for OCR Student Book (OCR B) (Ocr a Level Physics) - John Miller - OUP Oxford; 3rd Revised edition edition (8 Oct. 2015) ISBN-10: 019834094X

Advanced Level Physics Paperback – 27 Feb 1995 - Michael Nelkon and Philip Parker - Heinemann International

Literature & Textbooks; 7th Revised edition edition (27 Feb. 1995) ISBN-10: 043592303X

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/](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](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](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 6<sup>th</sup>). See [http://www.salford.ac.uk/library/infolit/tool#referencing\\_tab](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>