UNIVERSITY OF SALFORD FORM MS (2015/16)

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)	2.CRN:
Foundation Physics B	50143

3.University module code:	4.HESA/JACS subject area code[i]:
	F300

5.Level:	6.Credit Value:	7.ECTS Value[ii]:	8.Length of module in semesters:	9.Month(s) in which to be offered[iii]:
Level 3	20	10	2	September

10.Module Status[iv]	11.Title of Module being replaced *(if any):*	12.With effect from[v] (academic year):
New		September 2017

13.Originating School:	14.Module Leader(s)
School of Computing, Science & Engineering	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 *(between levels):*	17.Co-requisites *(within a level):*

18.Indicative learning hours (breakdown of hours required)[vii] 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[viii]			

19.Percentage of module taught by School(s) other than originating School: 0%

20.Aims of Module[ix]: (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[x]

Knowledge and Understanding (maximum of 5)[xi]
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[xii]	Weighting %	Duration	Word count	Component pass required[xiii]	E Submission	Assessment organised by
Physics Portfolio-Coursework	1-4	50			No	Yes	School
					Choose an item.	Choose an item.	Choose an item.
Final assessment component (99) 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?[xiv]	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:
Material will be selected from Sections of the main course book:
New A-Level Physics for AQA: Year 1 & 2 Student Book with Online Edition (2018) ISBN: 9781789080483.

Semester 1
Section 1 - Particles and Radiation
Section 6 - Electricity
Section 10 - Capacitors

Semester 2
Section 2 - Electromagnetic Radiation and Quantum Phenomena
Section 9 - Gravitational and Electric Fields
Section 12 - Nuclear Physics

28.Indicative texts and/or other learning materials/resources[xv]:

New A-Level Physics for AQA: Year 1 & 2 Student Book with Online Edition (2018) ISBN: 9781789080483

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/)
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