

MODULE SPECIFICATION

Please contact your College Learning and Teaching Team for guidance completing this form:
 Colleges of Arts & Social Sciences and of Business & Law – cass-tandlteam@salford.ac.uk
 College of Health and Social Care – chsc-teaching@salford.ac.uk
 College of Science and Technology – cst-tl@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: 12/01/2016				
Date of approval by the USP: 26/01/2016				
1. Module Title: (Full title and short title no more than 30 characters)			2. CRN:	
Mathematics			39013 (S1)	
3. University module code:		4. HESA/JACS subject area code ⁱ :		
F300 10034		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 4	20	10	1	September
10. Module Status ^{iv}	11. Title of Module being replaced (if any):		12. With effect from ^v (academic year):	
Existing	Mathematics for Physics		September 2016	
13. Originating School:		14. Module Leader(s)		
School of Computing, Science & Engineering		Dr Graham S McDonald		
15. Programme(s) in which to be offered ^{vi} :				
BSc (Hons) Physics BSc (Hons) Physics with Professional Experience BSc (Hons) Physics with Acoustics BSc (Hons) Physics with Acoustics with Professional Experience MPhys (Hons) Physics MPhys (Hons) Physics with Professional Experience MPhys (Hons) Physics with Acoustics MPhys (Hons) Physics with Acoustics with Professional Experience MPhys (Hons) Physics with Studies in North America BEng (Hons) Electronic Engineering BEng (Hons) Electronic Engineering with Professional Experience BEng (Hons) Audio Acoustics: Acoustic Engineering BEng (Hons) Audio Acoustics: Acoustic Engineering with Professional Experience BEng (Hons) Audio Acoustics: Audio Engineering BEng (Hons) Audio Acoustics: Audio Engineering with Professional Experience				
16. Pre-requisites (between levels):		17. Co-requisites (within a level):		
None		None		
18. Indicative learning hours (breakdown of hours required) ^{vii} 200				
Lecture	48	Fieldwork		
Seminar		External visits		
Tutorial	24	Work based learning		
Project supervision		Guided independent study		128
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)							
<ol style="list-style-type: none"> To review essential fundamental mathematical techniques relevant to physics. To introduce the subjects of algebra, trigonometry, functions, geometry, vectors, complex numbers and calculus, with emphasis on their applications to physics and engineering. To provide the mathematical training in support of all physics level 4 modules. 							
21. Intended Learning Outcomes ^x							
<u>Knowledge and Understanding (maximum of 5)</u> ^{xi}							
On successful completion the student will be able to:							
<ol style="list-style-type: none"> solve numerate problems in the fields of algebra, properties of elementary functions, co-ordinate systems, vector algebra, complex numbers, differentiation and integration. apply these mathematical techniques in relevant area of physics and engineering. 							
<u>Transferable/Key Skills and other attributes (maximum of 5)</u>							
On completion the student will have had the opportunity to:							
<ol style="list-style-type: none"> Demonstrate Application of numerical and mathematical skills. Demonstrate Problem Solving skills using mathematics. 							
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
Portfolio (tests and set exercises)	1,2,3,4	60			No	Yes	School
					Choose an item.	Choose an item.	Choose an item.
Final assessment component (99) Examination	1,2,3,4	40	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:							
This module is taught by weekly lectures supported by regular problem classes and small group tutorials.							
The portfolio is a combination of class tests and set exercises.							
A set of problem solving exercises is provided for guided independent learning, which forms the basis of formative assessment and feedback in the tutorial classes.							
27. Syllabus outline:							
- Algebra: Equations, identities and inequalities. Functions and functional notation. Quadratic equations. Partial fractions. Indices and logarithms. Simultaneous linear equations. Graphing simple functions. Binomial theorem.							
- Trigonometry: Degrees, radians, arcs and sectors. Trig. Functions, trig identities and trig equations.							
- Hyperbolic Functions: Definitions, graphs, properties, evaluation and inverses.							
- Geometry: Co-ordinate systems. Lines. Conic sections.							

- Vectors: Position vectors. Components of vectors. Addition, subtraction, multiplication by a scalar. Magnitude of a vector and unit vectors. Scalar and vector products (including applications).
- Complex Numbers: Operations with complex numbers. Geometric representation and the Argand diagram. Polar and exponential forms. Powers and roots of complex numbers.
- Ordinary Differentiation: Differentiation of elementary functions. Techniques of ordinary differentiation. Differentiation of implicit functions. Applications of differentiation.
- Partial Differentiation: Techniques of partial differentiation. Small increments (error analysis). Exact differentials. Rates of change problems.
- Integration: Integration as the reverse of differentiation and as the limit of a sum. Standard integrals I. Techniques of integration.

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

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:

Teaching and Learning Team 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 USP reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>