

## 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](mailto:cass-tandlteam@salford.ac.uk)  
 College of Health and Social Care – [chsc-teaching@salford.ac.uk](mailto:chsc-teaching@salford.ac.uk)  
 College of Science and Technology – [cst-tl@salford.ac.uk](mailto:cst-tl@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: 25/11/2014  |  |  |   |   |
| Date of approval by the USP: 26/01/2016   |  |  |   |   |
| 1. Module Title: (Full title and short title no more than 30 characters)<br>Mathematics and Computing   |  |  | 2.CRN:<br>31140 (S2)<br>33172 (S4)                                  |   |
| 3.University module code:<br>F300 10026   |  | 4.HESA/JACS subject area code <sup>1</sup> :<br>F300 |   |   |
| 5.Level:<br>Level 4   | 6.Credit Value:<br>20  | 7.ECTS Value <sup>ii</sup> :<br>10                   | 8.Length of module in semesters: 2                                  | 9.Month(s) in which to be offered <sup>iii</sup> :<br>September |
| 10.Module Status <sup>iv</sup><br>Existing  | 11.Title of Module being replaced (if any):<br>Mathematics and Computing (31140 SG F300 10026) |  | 12.With effect from <sup>v</sup> (academic year):<br>September 2016 |   |
| 13.Originating School:<br>School of Computing, Science & Engineering  |  | 14.Module Leader(s)<br>Dr Graham McDonald            |   |   |
| 15.Programme(s) in which to be offered <sup>vi</sup> :<br>BSc (Hons) Physics<br>BSc (Hons) Physics with Professional Experience<br>BSc (Hons) Physics with Acoustics<br>BSc (Hons) Physics with Acoustics with Professional Experience<br>MPhys (Hons) Physics<br>MPhys (Hons) Physics with Professional Experience<br>MPhys (Hons) Physics with Acoustics<br>MPhys (Hons) Physics with Acoustics with Professional Experience<br>MPhys (Hons) Physics with Studies in North America<br>BEng (Hons) Electronic Engineering<br>BEng (Hons) Electronic Engineering with Professional Experience |  |  |   |   |
| 16.Pre-requisites (between levels): None  |  | 17.Co-requisites (within a level): None              |   |   |
| 18.Indicative learning hours (breakdown of hours required) <sup>vii</sup> 200   |  |  |   |   |
| Lecture   | 24   | Fieldwork  |   |   |
| Seminar   |  | External visits                                      |   |   |
| Tutorial  | 12   | Work based learning                                  |   |   |
| Project supervision   |  | Guided independent study                             |   | 128   |
| Demonstration Practical classes and workshops   | 36   | 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. To develop a knowledge and understanding in the area of mathematics including the origin and limitations of the associated principles.
2. To develop analytical and numerical problem solving skills in the area of mathematics.
3. To develop computing skills in the areas of symbolic computing and programming.

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 an understanding of the principles and their origins in the area of mathematics.
- (2) Demonstrate competence in the specification of problems using the principles of mathematics and their analytical, computational and numerical solution.

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

On completion the student will have had the opportunity to:

- (3) Demonstrate problem solving skills.
- (4) Demonstrate key analytical and numerical skills.
- (5) Demonstrate key computing 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 |
|---|--|-------------|----------|------------|---|-----------------|-------------------------|
| Portfolio (Tests and Set Exercises)                   | 1,2,3,4,5  | 60          |          |            | No                                      | No              | School                  |
|   |  |             |          |            | Choose an item.                         | Choose an item. | Choose an item.         |
| <b>Final assessment component (99)</b><br>Examination | <b>2,5</b>   | 40          | 2hrs     |            | 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 is taught through a combination of lectures, tutorial classes and computing laboratory.

The portfolio is a combination of class tests and computing assignments.

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.

Verbal feedback is given in the computing laboratory for both formative and summative assessment.

27. Syllabus outline:

**Mathematics:**

Further Integration

Ordinary Differential Equations: First Order Equations; Second Order Equations;  
Applications to Simple Physical Systems  
Series: Notions of Convergence; Taylor and Maclaurin Series Expansions; Power Series; Fourier Series

**Computing:**

Principles of using computers to solve problems in physics and engineering.  
Introductory programming

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

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