1. **Title of the module**

Mechanics and Relativity (PHYS3210/PH321)

1. **School or partner institution which will be responsible for management of the module**

School of Physical Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Term 1

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Hons) Physics (with Foundation Year, a Year in Industry)

MPhys Physics (with a Year Abroad)

BSc (Hons) Physics with Astrophysics (with a Year in Industry)

MPhys Physics with Astrophysics (with a Year Abroad)

BSc (Hons) Astronomy, Space Science and Astrophysics (with a Year in Industry)

MPhys Astronomy, Space Science and Astrophysics (with a Year Abroad)

This is not available as a wild module.

1. **The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

1. Demonstrate knowledge and understanding of laws of physics for mechanics and relativity
2. Demonstrate knowledge and understanding of physical quantities, their units, and typical values, for mechanics and relativity.
3. Demonstrate knowledge and understanding of physical phenomena, the terminology used to describe them, and typical circumstances in which they are found to occur, for mechanics and relativity.
4. Formulate and solve problems in mechanics and special relativity.
5. Quantitatively describe and predict mechanics and special relativity phenomena using mathematics.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Demonstrate problem solving skills.
8. Demonstrate investigative skills (including information retrieval).
9. Demonstrate analytical skills (including working with details and evaluating ideas).
10. Demonstrate personal skills working independently (e.g. to use initiative and originality, be organised and meet deadlines).
11. Demonstrate ICT skills (e.g. to use Moodle and internet resources).
12. **A synopsis of the curriculum**

In this module the mathematics of vectors and calculus are used to describe motion, the effects of forces in accordance with Newton's laws, and the relation to momentum and energy. This description is extended to rotational motion, and the force of gravity. In addition, the modern topic of special relativity is introduced.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Tipler, P. and Mosca, G.; 2008; *Physics for Scientists and Engineers (6th Ed.)*; Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Problem Set 1 (4 hours) – 10%
* Problem Set 2 (4 hours) – 10%
* Examination (2 hours) – 80%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Problem Solving | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Problem Sets | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The topics to be covered in this module were developed collaboratively by scientists in many countries over the course of many generations. Throughout this module emphasis will be made on how contributions from scientists in different countries (each having their own science culture) was combined to create the knowledge we have today. Like all established scientific knowledge, this transcends national boundaries.

**DIVISIONAL OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| Jan 2021 | Major | Sept 2021 | 1;8;9;10;13;14 | Yes |
|  |  |  |  |  |