Module Descriptor

Title	Differential Equations 1		
Session	2025/26	**Status**	Published
Code	MATH08002	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Dr Kenneth Nisbet		

Summary of Module

This module introduces differential equations.

First and higher order ordinary differential equations are studied.

A range of solution methods that do not rely on integration are covered, including, but not restricted to, using Laplace transforms, undetermined coefficients, superposition, and characteristic equations.

A similar range of solution methods involving integration are covered, including, but not restricted to, separation of variables, use of integrating factors, substitutions, and variation of parameters.

Some applications of differential equations are considered, such as radioactive decay, Newton's Law of Cooling, motion in a gravitational field, and mechanical vibrations, including simple harmonic motion, undamped vibrations, damped vibrations and forced vibrations.

Bespoke mathematical software will be used to study problems in non-routine contexts.

The Graduate Attributes relevant to this module are given below:

- Academic: Critical thinker; Analytical; Inquiring; Knowledgeable; Problem-solver; Digitally literate; Autonomous.
- Personal: Motivated; Resilient
- Professional: Ambitious; Driven

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Use integration methods to solve ordinary differential equations.
L2	Solve linear, higher order differential equations using the method of undetermined coefficients.
L3	Use Laplace Transforms to solve ordinary differential equations.
L4	Use mathematical software to produce and analyse the solution of ordinary differential equations.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Broad knowledge of analytical methods for the solution of differential equations. Ability to demonstrate awareness of the application of differential equations in engineering and science.
Practice: Applied Knowledge and Understanding	**SCQF 8** Select and apply a range of routine techniques to obtain solutions to differential equations.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Ability to apply a range of methods to conduct investigations in engineering and science.
Generic Cognitive skills	**SCQF 8** Presenting mathematical arguments based on critical analysis such as calculations and solutions to practical problems in routine contexts. Explaining mathematical reasoning and calculation in a basic way.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a wide range of routine skills and some advanced and specialised skills associated with differential equations to convey complex information to a range of audiences and for a range of purposes. These skills will include the use of suitable mathematical software
Autonomy, Accountability and Working with Others	**SCQF 8** Working in a small group to solve mathematical problems. Identifying and addressing their own learning needs and obtaining help from academic staff, both during and outside class time.

Prerequisites	**Module Code** MATH07011	**Module Title** Applied Mathematics
	Other or equivalent	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	12
Independent Study	152
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: "Differential Equations" class notes as published on the University VLE. Suitable bespoke mathematical software. "Engineering Mathematics," KA Stroud .
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has computer lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Physical Sciences

Moderator	tbc
External Examiner	Dr Chris Guiver
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.15. Prerequisite tidied up. Component 2 amended.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class Test (Unseen, closed book)
Assessment 2
A series of individual coursework assignments
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class Test (Unseen, closed book)	☒	☒	☒	☐	☐	50	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework Assignment	☒	☒	☒	☒	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**

Prerequisite tidied up	March 2025	Kenneth Nisbet
Component 2 amended	March 2025	Kenneth Nisbet
Module coordinator changed and moderator tbc	March 2025	Kenneth Nisbet