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Description automatically generated

**Module Catalogue**

**Study Abroad Students**

**2023/24**

**Semester 2** (Spring / January entry)

This document lists all of the modules available to you as a study abroad student. It is sorted **alphabetically by module code e**.g. ATXXX is an Anthropology module**.**  If you don’t want to read through all of the modules, you can click on a topic on the contents page, or in the text below, to move directly to that section.

However, sometimes it is not always obvious from a module code which subjects a module might be relevant for or which subject it may be related to. I would suggest you read through the whole document before making your module choices, but below are listed some of the more common subject connections as a guide:

* Computer Science or Design / Digital Technology – also see [Business](file:///C:\Users\Rosamund.Robinson\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\Q17WISIK\Study%20Abroad%20Module%20Catalogue%20-%20S1%20(Fall)%2020-21.docx#_Business) and Digital Media
* Marketing/Fashion/Events – also see Business
* Media Communication – also see Film Studies, Film Production Journalism, Sound Production
* History – see also [Classical Studies](file:///C:\Users\Rosamund.Robinson\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\Q17WISIK\Study%20Abroad%20Module%20Catalogue%20-%20S1%20(Fall)%2020-21.docx#_Classical_Studies), [English Language](file:///C:\Users\Rosamund.Robinson\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\Q17WISIK\Study%20Abroad%20Module%20Catalogue%20-%20S1%20(Fall)%2020-21.docx#_English_Language_Studies) and Politics
* Psychology and Sociology – see also [Criminology](file:///C:\Users\Rosamund.Robinson\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\Q17WISIK\Study%20Abroad%20Module%20Catalogue%20-%20S1%20(Fall)%2020-21.docx#_Criminology), Childhood Studies and Education

Please note:

* that it is possible that some modules include placements or volunteering. You can only choose one of these modules if you have a Student route visa or other immigration status that permits work (e.g. EU settled status) If you are coming in on a short term visit visa you will not be eligible for these modules. If you are not sure or have any questions we are always happy to help – just email [studyabroad@winchester.ac.uk](mailto:studyabroad@winchester.ac.uk)
* that some modules state ‘refer to Study Abroad’ – these modules may have specific entry requirements and will require further discussion with Study Abroad

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# Anthropology

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|  |  |  |  |  |
| **Module Code:** | ANT1003 | | | |
| **Module Name:** | Introduction To Primate And Human Evolution | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Heidi Dawson-Hobbis | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The module provides an introduction to the biological evidence for primate and human evolution, as well as to the ways in which this evidence has been analysed and interpreted. The anatomy of various primate and hominid species is considered from the perspective of reconstructing both primate and human evolutionary history and the evolution of primate and human behaviour. We will examine key fossil discoveries with reference to reconstructions of the environment and the archaeological record. We will thereby produce a synthesis of primate and evolution and human origins, which covers the period from the Eocene to Homo sapiens, and considers fossil evidence from the African Rift Valley to Europe and Asia and species from Adapidae to Homo, providing anatomical and evolutionary background to the emergence of a tool-using hominid species. | | | | |
|  |  |  |  |  |
| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Submission And Oral Presentation Of Poster (Equivalent C 2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ANT1004 | | | |
| **Module Name:** | Themes In Social Anthropology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Lisa Bernasek | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will introduce students to several key themes within social anthropology, which have been the subject of debate for decades. In each case the boundaries of the debate will be established and the key readings (especially ethnographies) considered, and the relationship of these debates to other disciplines. They will then be considered in a group discussion. Themes will be drawn from a broad list of possible topics. These include: kinship; gender, material culture and technology, globalisation, landscape and environment, ‘anthropology at home’, belief, magic and ritual, culture, or politics. The emphasis will be on contestation and recent ethnography. | | | | |
|  |  |  |  |  |
| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Examination (2 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ANT2002 | | | |
| **Module Name:** | Biology And Society | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Heidi Dawson-Hobbis | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module develops a number of themes within biological anthropology. These include the argument that human behaviour evolves as a response to different ecological circumstances. Topics will include behavioural ecology and landscape (as applied to both animal and human behaviour) and evolutionary psychology. Specific consideration is given to mate choice, life history evolution and kinship in humans, and the study of human cognition in cultural and cross-cultural contexts. We will also cover approaches to the human body: in the past, the body was often perceived as a biological fact with straightforward strengths and limitations, but for modern anthropology, bodies are far more complex. Similarly, we critically examine the construction of ‘race’, its modern critiques and its continuing use in public discourse. | | | | |
|  |  |  |  |  |
| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Timed Assessment (Exam) 2 Hours | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Business School Modules (*Business, Digital and Computer Sciences, Event Management, Fashion, Marketing)*

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|  |  |  |  |  |
| **Module Code:** | BS1200 | | | |
| **Module Name:** | Data Structures And Operating Systems | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Claire Ancient | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module imparts an understanding of operating systems including concepts such as scheduling, concurrency and synchronisation, memory management, input and output systems, kernel security and file systems. Fundamentals of data structures and core algorithms and analysis are also explored. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
|  | Data Science (Apprenticeship) | | |  |
|  | Software Engineering | | |  |
|  |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Examination | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS1201 | | | |
| **Module Name:** | Database Analysis And Design | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Jing Lu | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module imparts an understanding of analysis and design concepts that are essential for developing and implementing software and database systems. Design concepts and procedures such as Business Rules, Requirements Analysis, Data Modelling, Relational Data Modelling, Object Orientated Analysis and SQL will be explored. Students will also learn how to apply Unified Modelling Language (UML) within different computing scenarios. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Data Science | | |  |
|  | Data Science (Apprenticeship) | | |  |
|  | Software Engineering | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS1220 – CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Introduction To Software Design And Development | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 2 – YEAR LONG | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Claire Ancient | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| In this module, students will be introduced to the concept of Software Design and Development. Students will be discussing the software development lifecycles, design techniques, and learning the basics of procedural programming. Students will also be discussing the need to develop interfaces to ensure that they are accessible to a wide range of potential users, with consideration of the alignment to Sustainable Development Goal 10, which focusses on reducing inequalities. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio Assignment: Software Design And Development Task (Max 4000 Words Equivalent) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |
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| **Module Code:** | BS1203 | | | |
| **Module Name:** | Introduction To Cyber Security And Networks | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Suparna De | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The aim of this module is to introduce concepts of IT security in order to understand the security threats to an IT system and the operational impact of these threats on an organisation. The module will explore different protection methods for data and develop knowledge of security policies and procedures, including risk assessments, and how these procedures can be implemented and maintained. This module will introduce topical case studies of attacks on organisational information systems, highlighting the business consequences. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
|  |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS1505 | | | |
| **Module Name:** | Trend Forecasting | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | David Watts | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Faith Popcorn, the American futurologist, describes trend forecasting as ‘cultural brailing’ i.e. a way of feeling the bumps in culture through all five senses. In this module, students will practice the art of looking sideways using desk research and field research activities. From this process, they will learn to select the most significant trends emerging in contemporary fashion collections. They will investigate the clothed body and its role in articulating multiple identities. Students will examine sociological theories, e.g. on gender (Paul Gilroy), race (W E B Du Bois) and class (Karl Marx), and reflect on ways in which marginalised groups seek to overcome persistent social injustices. | | | | |
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| **Specific to:** | Fashion Business | | |  |
|  | Fashion Marketing | | |  |
|  | Fashion Marketing (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Visual Trend Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS1506 | | | |
| **Module Name:** | Fashion And Sustainable Development Goals | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Ian Lock | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Since the phasing out of the Multi Fibre Agreement in 1994, and the Agreement on Textile and Clothing in 2005, the fashion industry has experienced fewer trade restrictions and a subsequent growth in profits. The industry is now valued at £1.25 trillion and employs over 75 million workers worldwide. The average consumer purchases 60% more garments, disposing of roughly 35 Kg of clothing each year of which 13% is collected for re-use, 13% incinerated and the remaining 26 Kg buried in landfill (Ellen MacArthur Foundation, 2017). On account of this, the United Nations has identified the fashion industry as an environmental and social emergency and is keen to turn it into a driver for the implementation of its 2015 Sustainable Development Goals (SDGs). This module will introduce students to the concept of sustainability and the link between the UN’s SDGs, e.g. gender equality (SDG 5), hazardous chemicals (SDG 6), sustainable consumption and production (SDG12), and the design and manufacture of fashion garments. | | | | |
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| **Specific to:** | Fashion Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS1968A | | | |
| **Module Name:** | Marketing Principles | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Minhye Lee | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides an introduction to the concepts, theories and practices of marketing. The meaning and scope of modern marketing will be discussed in depth; considering its role as both a management philosophy and a business function. Traditional marketing concepts such as the marketing mix will be explored, examining the need to create synergy between marketing mix components and the wants and needs of the market place. Students will be encouraged to develop critical marketing perspective considering the impact marketing has on the economy, society and the environment. | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Fashion Marketing and Media | | |  |
|  | Marketing | | |  |
|  |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS1989 | | | |
| **Module Name:** | Career Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Ann Hong | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module develops the core skills that will enable students to secure a fulfilling, enjoyable and challenging graduate career. By establishing and pursuing a personal development plan, students develop self-awareness, communication skills, team work, management skills, results orientation, stress management, personal responsibility, coaching and feedback skills. Whilst there will be a focus on constructing outstanding CVs and professional LinkedIn profiles, much of the module will instil self-awareness through peer coaching and peer feedback whilst stressing the vital importance of taking responsibility for one’s own career. Students will be able to plan and develop career goals based on a clearer idea of preferred career options and an understanding of what they need to do to achieve these goals. | | | | |
|  |  |  |  |  |
| **Specific to:** | Digital Technology Solutions (Business Analysis) | | |  |
|  | Event Management | | |  |
|  | Fashion Marketing | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | 2000 Word Portfolio With 2 Convergent Elements: 1: Career Portfolio (50%); 2: Reflective Report (50%) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2202 – CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Object Oriented Software Development | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Claire Ancient | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The module develops theoretical and practical skills in software engineering principles including abstraction, encapsulation, aggregation and inheritance. Students will learn the processes from analysis to design, implementation, testing and documentation together with software quality principles. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
|  | Data Science (Apprenticeship) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2201 | | | |
| **Module Name:** | Integrated Project | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Abdul Badwan | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides an opportunity for students to work as part of a collaborative team to manage and complete a substantial project for a given scenario. Students are expected to utilise and extend the knowledge and understanding imparted previously and contextualise the material already covered. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
|  | Software Engineering | | |  |
|  |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Report | | 80% |  |
| 002: | Presentation | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2204 | | | |
| **Module Name:** | Servers, Data Centres And Smart Systems | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Rhys Lockley | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module explores modern hardware and software infrastructures of data centres and servers, including services, maintenance, configuration and monitoring, virtualisation and performance and resilience. Networked smart environments and the deployment of Internet of Things are also considered. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Assessments:** |  |  |  |  |
| 001: | Case Study Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2220 | | | |
| **Module Name:** | Functional Programming | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Claire Ancient | | | |
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| **Module Description:** | | | | |
| In this module, students will be developing skills in the required to produce applications which utilise the functional programming paradigm. The module will cover key functional programming concepts such as pattern matching and higher order functions. In addition, students will be building on knowledge gained in Data Structures and Operating Systems (BS1200) to understand how recursion and other mathematical concepts are implemented within the functional programming paradigm. | | | | |
|  |  |  |  |  |
| **Specific to:** | Software Engineering | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2505 | | | |
| **Module Name:** | Fashion Supply Chain Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | David Watts | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Supply chain management is a relatively new topic which began to take shape in the 1980s and has gained momentum, in recent years, with advances in digital technology. In this module students will identify the needs of the customer and how to develop relationships, conventionally adversarial and arm’s length, to one of mutuality and trust. They will study the impact of the New Industrial Revolution, and the emergence of rapid manufacturing, advanced robotics and digitisation of the supply chain. Students will investigate the current volatility in the marketplace, and the need for agile supply chains where supplier and customer teams explore opportunities for realigning processes. They will research the importance of adopting the triple bottom line, i.e. planet, people and profit, to ensure the long-term success of the business and future well-being of society in line with the UN’s SDG 12. | | | | |
|  |  |  |  |  |
| **Specific to:** | Fashion Business | | |  |
|  | Fashion Marketing | | |  |
|  | Fashion Marketing (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment - Case Study | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2507 | | | |
| **Module Name:** | Brand Identity | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Sarah Green | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This inspiring module allows students to demonstrate an advanced understanding of identity and design principles via the deconstruction and creation of a fresh brand identity. Brand aesthetics and semiotics play an important part in creating identity and image within a social and cultural context. Students explore theories and practices relating to brand design as an emotive tool and change agent and are then able to gain hands-on experience in reimagining a brand. Commercial aspects of brand: identity, personality and value are explored via the interpretation and realisation of a creative brief, gaining a practical appreciation of how to manage the creative design process. Finally, there will be discussion and analysis of considerations on the contribution of brand identity design to sustainability and consumer lifestyles, as outlined in UN Sustainability Goal 12. | | | | |
|  |  |  |  |  |
| **Specific to:** | Fashion Marketing | | |  |
|  | Fashion Marketing (with Foundation Year) | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2923 | | | |
| **Module Name:** | Risk Management And Cyber-Security | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Afolabi Adedoyin | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The aim of this module is to further develop student understanding of IS Security. The main focus of this module will be to explore key themes, trends and issues in cyber-security, policing and governance of the internet and business vulnerabilities. The module provides students with an opportunity to analyse risk management, information risk assessment, risk mitigation, management standards and methodologies, implementing a risk management strategy and business continuity planning. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Examination | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2924 | | | |
| **Module Name:** | Information Management And Data Analytics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jing Lu | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Generating the right information and insight for decision-makers is a major challenge for many organisations. The challenge lies in coping with a burgeoning amount of multifarious data, analysing data and ensuring it reaches decision-makers in a timely and meaningful manner. Information Management and Data Analytics encapsulate the challenges faced in deriving insights from data to underpin fact-based decisions. This module examines the different types of systems and data that can flow into organisations. It evaluates the characteristics and value of these different data sources. With an awareness of the nature of data, a model of how data may be creatively integrated and analysed to deliver insights will be explored. Data analytics will then be explored given the demands of decision makers to: segment and target markets, predict the development of markets, assess customer profitability and the lifetime value of customers and to understand social and network relationships. | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management and Leadership | | |  |
|  | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Cyber Security | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
|  | Mathematics and Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2932 | | | |
| **Module Name:** | Research Methods For Managers | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Rick Boidurjo | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module enables students to develop their understanding and competence in using diverse research methods for academic and professional purposes. Students will explore a variety of research approaches and will develop practical qualitative and quantitative research skills including defining and scoping a question; designing an effective and manageable research protocol; collecting data and using appropriate analysis methods. In addition, students will develop an appreciation of ethical implications of the research process to facilitate responsible research practice. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Business Management (with Foundation Year) | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Business Management with Enterprise and Innovation (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (2000 Words): Critical Literature Review; Outline Research Proposal; Skills Reflection | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2936 | | | |
| **Module Name:** | Hospitality And Tourism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Hugues Seraphin | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to provide a foundation for students to develop their understanding of the ambidextrous nature of the hospitality and tourism industries, and sustainable strategies to overcome issues related to the nature of both industries. The scope of these strategies will be explored, and the outcomes discussed. This module will enable students to appreciate the relevance of Organisational Ambidexterity in hospitality and tourism management. | | | | |
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| **Specific to:** | Event Management | | |  |
|  | Event Management (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | BS2937 | | | |
| **Module Name:** | Events In Practice | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Rami Mhanna | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to equip students with a clear understanding of the journey of event planning from conception including pre-event marketing and how to present, manage and secure an effective and successful event. Students will also understand more about the programming of events and how best to promote their event to their audience. Students will also understand areas such as managing client expectations, venue and supplier choice, risk management and they will analyse the ‘why’ of event planning. Students will look at the impact of events on the environment, manage the event schedule and highlight areas of concern for future events. | | | | |
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| **Specific to:** | Event Management | | |  |
|  | Event Management (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Event Plan Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | BS2938 | | | |
| **Module Name:** | The Start-Up Entrepreneur | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Steven Northam | | | |
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| **Module Description:** | | | | |
| Entrepreneurship is the process of pursuing opportunities and creating social and economic value, often by starting and then growing a new venture. This could be a new profit-oriented business start-up or a non-profit social venture. This module aims to develop students’ understanding of entrepreneurial thinking processes and behaviours in an interdisciplinary, action learning workshop context, within a sustainable and ethical framework. The module is designed to provide insights into the activities of entrepreneurs and the new opportunities they create and grow. It allows students to explore their own entrepreneurial identity and potential in the planning and development of their own business start-up. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Business Management (with Foundation Year) | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Business Management with Enterprise and Innovation (with Foundation Year) | | |  |
|  | Law and Business Management | | |  |
|  | Law and Business Management (with Foundation Year) | | |  |
|  | Mathematics and Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Report (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2942 | | | |
| **Module Name:** | Visualisation Of Business Intelligence (Bi) | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jing Lu | | | |
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| **Module Description:** | | | | |
| This module introduces the activities of preparing data for presentation through cleansing and validation processes. It introduces students to presentational techniques for visualisation as a form of recording, understanding and communication of transformed data. Visualisation techniques are important because they can present large and overwhelming amounts of multi-source and multi-format data. The business need is for data to be presented in perceptible, comprehensible, relevant and usable visual forms to communicate complex ideas that support decision making. The module will cover the presentation of data using industry standard techniques, and the advantages and limitations of a wide range of visualisation approaches such as basic statistical charts through to more complex formats. The choice and selection of a range of visual formats is considered and practised using examples related to the workplace. Students will have the opportunity to develop skills with visualisation tools used in the workplace. | | | | |
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| **Specific to:** | Data Science | | |  |
|  | Data Science (Apprenticeship) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2957 | | | |
| **Module Name:** | Sustainability In Business | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jason Portilla | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will equip students with the understanding and expertise to inform strategic decision making from a sustainability perspective in line with the needs of businesses operating in the 2020s. Students will develop commercial awareness in responding to business sustainability/Corporate Social Responsibility opportunities and challenges and will also be able to apply relevant concepts and theories. Students will develop an understanding of the role of global and national frameworks and regulations in business planning from local to global level, taking into consideration differing conceptual perspectives. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Case Study (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2967 | | | |
| **Module Name:** | Globalisation And Diversity | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Kimberley Draper | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module introduces concepts of globalisation and cultural diversity and their impact on the international business community. Topics will include current developments in finance and management including foreign direct investment, foreign exchange markets and new regulation following the financial crisis of 2008. These topics will be examined alongside the legal, social, and political influences which affect similarities and differences in a range of economic systems. Throughout the module reference will be made to the UN Global Compact and responsible management practices across the world. The module will include business examples from outside Western practice in recognition of specific business cultural practice in political economies shaped by culture and belief. The effects of globalization at local community level in terms of inequality, poverty, changing employment patterns, and population growth will also be explored. | | | | |
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| **Specific to:** | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Law and Business Management | | |  |
|  | Mathematics and Management | | |  |
|  | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS2987 | | | |
| **Module Name:** | Creativity, Design And Innovation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Caroline Tite | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The ongoing success and sustainability of established organisations often depends on their ability to generate innovative products and services. New and early-stage ventures typically rely upon radically different ideas to gain a critically important foothold in the market. Without creativity, design and innovation many organisations would lose a critical source of competitive advantage. The processes through which creativity, design and innovation occur, and how these can be encouraged at individual, team and organisation level, are therefore important concerns for founders, managers and investors, regardless of business age, type, size, location or sector. In the modern knowledge-based economy, they are often critical to success. The module will challenge students to develop their creative and critical thinking skills, to engage in design-thinking processes and to employ a user-centred approach to innovation. Students will apply the processes to both generate, and critically evaluate, innovation concepts, to ensure they are practical, viable and market focussed. | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Presentation (2500 Word Equivalent) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3506 | | | |
| **Module Name:** | Social Media Marketing | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Niki Swinnerton | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module explores the key visual principles used in social media within a commercial context. The module explores the role of communication planning and how best to deliver a timely message, to a specified target audience using appropriate social media channels. In addition, the module will explore key theories and concepts surrounding the social media marketing zones and the social media marketing campaign planning process. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Fashion: Media and Marketing | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3508 | | | |
| **Module Name:** | Fashion Public Relations | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | David Watts | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The Fashion PR module is appropriate for all fashion students who are seeking a career in fashion marketing and communications. The module seeks to unpack the context, theory and practice of public relations and communications and understand the intricacies of the discipline’s application to the fashion sector. The module provides an up-to-date overview of the PR and communications practice and explores changes in contemporary practice and enables students to become competent in delivering a fashion PR campaigns The learning on the module is underpinned with an examination of the role and practice of professional and ethical standards in line with UN SDG 12. | | | | |
|  |  |  |  |  |
| **Specific to:** | Fashion Marketing | | |  |
|  | Fashion Marketing (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3200 CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Advanced Routing And Switching Architecture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Suparna De | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module covers advanced networking mechanisms relevant to large complex networks. Routing techniques, core switching and Quality of Service provisioning will be explored in detail together with Software Defined Networking and and Data Centre networking. Students will develop a detailed technical knowledge of advanced communications networking mechanisms and services. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Report | | 50% |  |
| 002: | Examination | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3208 CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Advanced Artificial Intelligence | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Paolo Pareti | | | |
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| **Module Description:** | | | | |
| This module develops advanced knowledge and skills in the core fields of artificial intelligence including machine learning, neural networks, data mining and cognitive science. Drawing upon multiple disciplines including psychology and biology, an in-depth multidimensional understanding of AI is imparted. The practical basis of how learning algorithms can be applied is covered through hands-on practical work. Theories of cognitive science and neuroscience are explored in depth and consideration is given to human information processing, knowledge and reasoning. | | | | |
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| **Specific to:** | Computer Science with Artificial Intelligence | | |  |
|  | Data Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | BS3937 CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Strategic Analytics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jing Lu | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides students with a deeper understanding of how data is used by strategic decision makers. Students will study the concepts of ‘Big Data’ and data storage. The current strategic issues of concern to the data analyst will be considered. Students will also examine the analysis and storage issues for unstructured data. The module will conclude with a data analysis case study where the student will be required to work through the life cycle of a data analytics case study using appropriate techniques and methods reporting on the findings and making critical recommendations to a given strategic stakeholder. | | | | |
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| **Specific to:** | Data Science | | |  |
|  | Mathematics and Finance | | |  |
|  | Mathematics and Education Studies | | |  |
|  | Mathematics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3928 | | | |
| **Module Name:** | Cloud Computing And Infrastructure | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Steve Cross | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Cloud computing describes a new supplement, consumption, and delivery model for IT services based on the Internet. Cloud computing is a consequence of the ease-of-access to remote computing sites provided by the Internet. Within this context, the aim of this module is to develop student understanding of cloud technologies, infrastructure and deployment. The values that cloud computing may bring to an organisation will be evaluated. An array of cloud products and services will be appraised in the context of how they may apply to different types of organisation and their operational functions. Students will appraise an array of methods used to provide virtual storage and network virtualisation. The security and ethical challenges inherent in an organisational transformation to cloud computing will be evaluated. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3947 | | | |
| **Module Name:** | Employee Development | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ann Hong | | | |
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| **Module Description:** | | | | |
| Developing employees within the workplace is a critical factor in their level of engagement, performance and career progression. However, the growth of new ways of working (e.g. remote working), the increasing importance of self-employment and SMEs, the rapidly changing workplace, and the impact of new technologies present many obstacles to formal employee development. The module explores both the theory and practice of employee development strategies. It will examine the inter-relationships between employee development and employee engagement, as well as its impact on motivation and performance. Students will have the opportunity to learn about their own likely development needs and explore how they typically learn. Finally, students will gain an appreciation of both opportunities and challenges associated with delivering effective employment development strategies to an increasingly diverse workforce (e.g. generational, national and educational) as well as one which is more mobile and transient. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Business Management (with Foundation Year) | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Business Management with Enterprise and Innovation (with Foundation Year) | | |  |
|  | Law and Business Management | | |  |
|  | Law and Business Management (with Foundation Year) | | |  |
|  | Mathematics and Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3948 | | | |
| **Module Name:** | Innovation Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Gerald Milanzi | | | |
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| **Module Description:** | | | | |
| Successful and sustainable organisations depend on their ability to create value and competitive advantage through Innovation Management: the development and commercialisation of new products and services. The innovative developments within such organisations are supported by clear and highly effective strategic management processes ensuring that the organisation converts creative concepts and inventions into successful products, maximising the economic, social and environmental returns on investment. This module will investigate the innovation process for a client business, applying Innovation Management theory to a real business opportunity. Students will be challenged to convert an innovation concept into a commercially viable product/service, with a specific focus on Market, Intellectual Property and Innovation Funding options. The external forces, barriers, trends and fashions will also be factored into the Innovation Management material, ensuring a truly strategic approach. | | | | |
|  |  |  |  |  |
| **Specific to:** | Accounting and Management | | |  |
|  | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management (with Foundation Year) | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Business Management with Enterprise and Innovation (with Foundation Year) | | |  |
|  | Law and Business Management | | |  |
|  | Law and Business Management (with Foundation Year) | | |  |
|  | Mathematics and Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3969 | | | |
| **Module Name:** | Festivals And Cultural Events | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Hugues Seraphin | | | |
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| **Module Description:** | | | | |
| The concept of culture is at the heart of this module and as such, it will be analyzed and critically evaluated with reference to key theories and international case studies. The socially constructed concept of culture will be explored in relation to the arts, heritage and tourism. As culture is clearly founded on the notion of people, the social, economic and political significance of cultural events will be closely examined. In many cases, these features can also be related to the environmental context and significance in which an event is situated. | | | | |
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| **Specific to:** | Event Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3979 | | | |
| **Module Name:** | Managing Change | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Gerald Milanzi | | | |
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| **Module Description:** | | | | |
| Change is common to all organisations and managers need to understand both the nature of change and the extent to which it can be effectively managed. This module examines the internal and external drivers for change, and the nature of change at the individual, team and organisation-wide levels. Students will explore a range of change management methods and how these might be applied responsibly and sustainably in given situations. Students will also consider the skills needed by managers to be effective in managing change, taking into account the emotional and ethical dimensions of leading people through change. Students will develop their own self-awareness by evaluating how they might need to adapt in order to meet the demands of leading others through change. | | | | |
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| **Specific to:** | Accounting and Management | | |  |
|  | Accounting and Management (MAcc) | | |  |
|  | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Law and Business Management | | |  |
|  | Mathematics and Management | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | BS3993 | | | |
| **Module Name:** | Project Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Kimberley Draper | | | |
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| **Module Description:** | | | | |
| This module provides an advanced level of knowledge in the field of Project Management. The range of perspectives in project management studies are analysed both in theory and in practice. The application of theories is enhanced through the use of case study examples in the public, private and third sectors, encompassing an analysis of project management in a range of organisational structures. Emphasis on knowledge in this area is extended further to the criticality of the project manager’s skills in managing the range of both internal and external stakeholders. As such, this module will draw and build on student’s knowledge previously acquired through responsible leadership, entrepreneurial, finance and people management modules. | | | | |
|  |  |  |  |  |
| **Specific to:** | Accounting and Management | | |  |
|  | Accounting and Management (MAcc) | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Classics

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|  |  |  |  |  |
| **Module Code:** | CL1009 | | | |
| **Module Name:** | Introduction To Classical Roman Literature | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Paola Bassino | | | |
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| **Module Description:** | | | | |
| This module provides the students with a general introduction to the main literary genres of the Classical Roman world. The timeframe considered is approximately from the third century BC to the fifth century AD (from the beginnings of Roman literature with Livius Andronicus to the literature of the Imperial age). This survey of literary material can include epic poetry, elegy, oratory, historiography, epigram, satire, and other major literary genres. The goal is for the student to become familiar with the different forms of literature found in Classical Roman sources and to be able to identify the distinguishing elements of each literary genre. At the same time, this module provides the students with an opportunity to become familiar with the best-known practitioners of each literary genre in ancient Rome. The module may also make forays into how these literary forms influenced later writing in the Medieval, Renaissance, and modern world. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary: 2 X 1,000-Word Commentaries On Primary Sources | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CL2009 | | | |
| **Module Name:** | Alexander The Great: In His Own Time | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Eoghan Moloney | | | |
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| **Module Description:** | | | | |
| This module considers the life of one of the most important figures in history: Alexander the Great. But even beyond the ‘great one’ there is much of interest in this period to consider: consequently, this module also offers an introduction to the major issues, sources and methods involved in studying the political, social and cultural history of the Greek world states at the end of the Classical period. We review how the great age of the polis, supposedly, came to an end, and how the Macedonian kingdom rose to prominence. Then we continue to consider the careers of the two greatest Argead monarchs and how Philip II and his son transformed the world even beyond Greece and ushered in the Hellenistic Age. Although Alexander’s eventful life met a premature end, the consequences of his conquests were far-reaching both politically and culturally: that legacy is also for review in this module. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1000 Words) | | 40% |  |
| 002: | Unseen Exam | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CL2010 | | | |
| **Module Name:** | Imperial Rome: Caesar And Augustus | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Eoghan Moloney | | | |
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| **Module Description:** | | | | |
| This module considers a dynamic and pivotal era in the history of the Roman Empire: from Julius Caesar’s crossing of the Rubicon, and the launch of his career as a single-man ruler of Rome, through to the end of the reign of the first emperor Augustus (i.e. 49 BC - AD 14). This was a crucial period in the history of the ancient world: a time of chaos, reform, and transformation. As we shall see, Caesar’s all-powerful, but short-lived, period of dictatorship was one packed with incident: from great battles with Pompey and notorious affairs with Cleopatra, right through to an infamous assassination that sparked off a long-running and ruinous civil war. That bloody conflict only ended with the eventual triumph of Octavian, later Augustus. How Augustus won through and then went on to bring peace and stability to Rome and its empire again, is also a key consideration in this module: how did this imperial ruler adapt and amend Republican traditions and institutions to establish a new form of government for the Romans? Consequently, across Imperial Rome we consider the two ‘first men’ of Rome in close detail: first, the character and career of Julius Caesar and the importance and impact of his legacy. Then we examine Octavian’s careful rise to power and his long, influential reign as the ‘first amongst equals’: how did he bring peace to Rome? How did he rule over the city and over a great and growing empire? What foundations did he establish for Imperial rule? And, finally, what of the long-term influence and enduring legacy of Augustus? | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1000 Words) | | 40% |  |
| 002: | Unseen Exam | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CL2012 | | | |
| **Module Name:** | Tragic Heroes And Cursed Houses | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Polly Stoker | | | |
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| **Module Description:** | | | | |
| Tragic Heroes and Cursed Houses examines and explores the origins and development of the main theatrical genres (tragedy, comedy, and satyr drama) in Classical Athens. It discusses the origins of theatrical performative practices in ancient Greece and its relationship with the cult of the god Dionysus. Attention will be devoted to the religious aspects of the festivals within which the plays were performed and their competitive context, before focussing on specific tragedies by Aeschylus, Sophocles, and Euripides (whose work will be read in translation). In addition to our attempts to make sense of the texts themselves – the product of a very different culture and performance tradition – this module will analyse the involvement of theatre with the political context of the Athenian polis in the fifth century BC. The wider role of theatre in society will be keenly emphasised, by looking at the extent to which theatre functioned as a form of political and ethical debate. | | | | |
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| **Specific to:** | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History (with Foundation Year) | | |  |
|  | History with Year Abroad | | |  |
|  | Medieval History | | |  |
|  | Medieval History (with Foundation Year) | | |  |
|  | Medieval History with Year Abroad | | |  |
|  | Modern History with Year Abroad | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Presentation (With Individual Exec. Summ. Of 500 Words) | | 40% |  |
| 002: | Presentation Write-Up (1,500-Word Write-Up Of Student’s Own Response To Presentation Topic) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Criminology

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| **Module Code:** | CR1009 | | | |
| **Module Name:** | Crime, Media And Culture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Adrian Barton | | | |
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| **Module Description:** | | | | |
| In this module you will have an opportunity to explore the mediation of crime and ‘deviant’ behaviour. Crime has always been a theme for popular media but in the contemporary world new and old media have become tools for policing and social control. At the same time, critics suggest that that the popular media have an important role in the construction of particular discourses or ideologies of crime and punishment. This module explores these themes using a range of contemporary and established theoretical approaches. The module itself is divided into two related parts. Part One is aimed to introduce to the main theoretical concepts of ‘crime’, ‘media’ and ‘culture’ in order that you have strong theoretical knowledge and are better able to produce informed academic arguments. Part Two uses case studies of various aspects of crime, media and culture, to encourage you to examine and critically reflect on the inter-related nature of crime, culture and media representations. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Podcast / Webcast (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR1013 | | | |
| **Module Name:** | Victimology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Natacha Harding | | | |
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| **Module Description:** | | | | |
| Victims play a vital role within the criminal justice system with the ‘state’ often taking the role of representative of the victim within formal justice processes. Victims hold a number of different statuses within society – from the ‘ideal victim’ to the victim who ‘asked’ for what has happened to them. Social, legal and political motivations underpin how victims are both treated and portrayed. This module seeks to explore, appreciate and understand what role victims have within justice systems, how they are represented by both themselves and stakeholders and what challenges and issues are involved with such roles. Through engagement with academic literature, media reporting and political documentation, students will explore the many facets of ‘victimhood’. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology and Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR1014 | | | |
| **Module Name:** | Criminological Identities And Contemporary Issues | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Caroline Andow | | | |
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| **Module Description:** | | | | |
| This module explores the sociological and psychological theories of identity and the representation of identity within political and media discourses. It will challenge the notion of identity as fixed, presenting instead a conception of multiple identities which are negotiated through everyday social interaction. Different aspects will be considered such as gender, race and class in order to build a comprehensive understanding of the complexity of identities. The module will draw on case studies, critical discussion and analysis of contemporary criminological issues. Exploring topics such as nationalism, gendered boundaries and religious difference, students will engage with a mix of theory, real life experiences and media analysis. This module will assist in developing critical analysis skills as well introducing a wide range of theoretical perspectives alongside narrative approaches to understanding media and political representations of identity. | | | | |
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| **Specific to:** | Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR2015 | | | |
| **Module Name:** | Violent Crime | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Michelle Jolley | | | |
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| **Module Description:** | | | | |
| Violent crime often triggers social outcry and political response when targeted towards particular vulnerable groups within society. However, the notion of violent crime moves beyond the obvious offending into areas such chastisement of children, violence in social disorder and domestic violence/abuse. The aim of this module is to explore the range of violent offending currently criminalised within the criminal justice system, the social and political responses to such offending and the treatment of violent offenders. Drawing on theoretical considerations from sociological, penological and psychological fields of knowledge alongside political, social and media reactions, the module offers a multi-disciplinary view on this particular form of offending. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology and Sociology | | |  |
|  | Forensic Investigation | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Article (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR2020 | | | |
| **Module Name:** | Crime Mapping And Geographical Information Systems | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Tim Hall | | | |
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| **Module Description:** | | | | |
| This module introduces students to the related areas of crime mapping, crime data and Geographical Information Systems (GIS). It will provide critical overviews of crime mapping and crime data and explore a range of publicly available sources of crime data. The module will also consider the applications of crime data and mapping and their associated professional contexts. Students will be introduced to cartographic principles and techniques and GIS analysis and, through a series of practical exercises, will produce and analyse their own crime map. | | | | |
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| **Specific to:** | Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Project Output (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | CR3008 | | | |
| **Module Name:** | Criminal Bodies | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ester Massa | | | |
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| **Module Description:** | | | | |
| This module covers the criminological theories ad approaches which link a criminal attitude with the individual body, or certain bodily characteristics. From explanations that have roots into the old Lombrosian theories but use the most modern scientific devices in order to prove their point, to Foucault’s studies on body and power, until the examination of the evolution of the concept of “torture” and the central role of the concept of “stigma” (bodily/mentally/behavioural) in the modern criminological approaches. The students will be urged to adopt a critical attitude during the module, and to provide evidence of their understanding of the module lectures using uncommon assessment as creative writing. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology and Sociology | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR3012 | | | |
| **Module Name:** | Drugs And Alcohol: Use And Control | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Adrian Barton | | | |
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| **Module Description:** | | | | |
| This module examines the development, rationale and effectiveness of polices intended to control the supply and use of illegal drugs and the manner in which alcohol is used in contemporary British society. To achieve this, the module looks at the extent, nature and pattern of drug use, the global nature of the illicit drug trade and the recurring patterns of moral panics around the use of alcohol, especially by young people. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology and Sociology | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Briefing Paper [3000 Words] | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR3017 | | | |
| **Module Name:** | Riots, Protest And The Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
| Acts of protest have often constituted a key element in social transformations which necessarily undermine the rationale and legislation upholding any given society. A lack of protest does not necessarily signal acquiescence to the status quo, and an act of riot, protest, demonstration or revolution does not prove those involved have a clear agenda of goals. Groups can generate a sense of momentum through the shared activities which push them into confrontation with the institutions maintaining social control such as the police, the army or other political forces representing the actually existing state. Protest can be either revolutionary or reactionary as will be explored using the examples from the US civil rights movement in the 1950s and 1960s. It is often labelled as the work of a ‘mindless mob’ by the state and the media. This module will attempt to draw a more accurate assessment of the pros and cons of such actions in order to see beyond processes of stigmatisation. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CR3018 | | | |
| **Module Name:** | Sport And Crime | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Adrian Barton | | | |
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| **Module Description:** | | | | |
| Sport has long been considered to be a “happy island” of society, wherein leisure and fairness prevail. The reality is quite the opposite: competition, growing opportunity of profits, media attention social transformation, make sport a mirror of social contradiction, wherein conflicts, deviances and crimes take place. This modules will lead students into an analysis of such crimes as match fixing, hooliganism, doping, TV royalties related scandals, hate crimes, in order for them to gain an awareness of how different actors, with different values and aims, make of sports a sphere of social lives wherein peculiar crimes happen. Criminological theories, as well as sociological and anthropological concepts, will help explaining the topic more in depth. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology and Sociology | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Case Study (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Childhood Studies

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| **Module Code:** | CS2807 | | | |
| **Module Name:** | Enabling Environments | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Amanda Norman | | | |
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| **Module Description:** | | | | |
| This module explores a range of formal and informal outdoor learning environments for early years and primary age children. It explores the role of adults towards creating an enabling environment that supports optimal opportunities and development for all children in addition to consideration of curriculum, policy and procedure. Students will be encouraged to reflect upon and discuss their knowledge, skills and understanding of a how a range of contexts such as: alternative formal / informal education settings, the outdoor space, recreation activities, community groups and cyberspace can all be used effectively to support learning. Ways of consulting with children, their families and their participation in planning and evaluating activities will be an important element of this module. | | | | |
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| **Specific to:** | Childhood Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CS3808 | | | |
| **Module Name:** | Children Under Three: Development And Practice | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Amanda Norman | | | |
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| **Module Description:** | | | | |
| The importance of ‘the first one thousand days’ (from a woman’s pregnancy until her child’s second birthday) is increasingly recognised. The quality of nutrition and of loving interaction that a child receives in this period has lifelong effects on physical and mental health. This module will explore the research that illuminates the importance of this period. English policy and practice in supporting families with infants up to three years will also be considered, and compared with that in other countries. | | | | |
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| **Specific to:** | Childhood Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Literature Review | | 50% |  |
| 002: | Resource | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Creative Writing

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| **Module Code:** | CW1502 | | | |
| **Module Name:** | Prose Fiction 1B | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Julian Stannard | | | |
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| **Module Description:** | | | | |
| This module builds on the work of Prose Fiction 1A, broadening the students’ experience of composing their own fictional writing through the close study of more and more varied, formally and stylistically bolder exemplary works in the short form. Their creative and critical skills will be further sharpened, through analysis of texts and associated practical exercises. We will expand the sense of possibilities available to writers in such key areas of choice as point of view, characterisation, dialogue, plot, setting. The key skills of researching, drafting, revising and editing will be stressed throughout. | | | | |
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| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Creative Writing Submission (C. 2000 Words) Prefaced By A C.1000W Statement Of Creative Intent/Influence | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CW2502 | | | |
| **Module Name:** | Prose Fiction 2B | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Julian Stannard | | | |
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| **Module Description:** | | | | |
| This module builds on Prose Fiction 2A in its focus upon students developing their own short fictional writing while studying exemplary works in the short form, which will be examined across a number of interrelated axes: • Time: further evidencing how the best writing of today has a clear context in and inheritance from writing of the past • Place: further expanding the student’s sense of where outstanding work in English has been produced globally, and what kinds of diverse life-experience can be the grist of fiction • Form: further developing the student’s appreciation of how fictional forms and voices can be experimented with. | | | | |
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| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Selection Of Fictional Writing (C.3000W); Statement Of Creative Intent/Influence (C.750W); Time-Based Reading (2 Min) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CW2503 | | | |
| **Module Name:** | Creative Non-Fiction 2 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Helena Drysdale | | | |
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| **Module Description:** | | | | |
| Building on Creative Non-Fiction, this module will show students why creative non-fiction is a major growth area in contemporary publishing, one that provides writers with lots of potential opportunities to work professionally. A range of exemplary texts will be studied, in familiar forms such as memoir, and additionally in forms such as biography and travel writing. Unconventional and innovative styles of narration will be considered, alongside more standard linear narratives. Students will delve deeper into research methods, how to use sources both private and public, as well as into the challenges and problems of such excavations. Students will then develop their own writing skills in creating and shaping relatable narratives from real-life origins, appreciating also the occasionally blurred lines between fictional and factual modes. Through practical workshops they will develop and refine a piece of creative non-fiction prior to eventual submission. | | | | |
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| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Piece Of Creative Non-Fiction Writing (C. 2500 Words) Prefaced By A Statement Of Research And Intent (C.750W) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CW2504 | | | |
| **Module Name:** | Gothic, Horror And Ghost Stories | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Madeleine Vaughan | | | |
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| **Module Description:** | | | | |
| This module will introduce students to a variety of texts that all broadly fall within the same genre category. They will examine these texts in order to understand the main genre, its literary history and significance, and to explore the sub-genres within the category, including Horror & Ghost Stories. Students will then consider the various ways in which modern writers can work within these genres across media formats, and will begin crafting their own creative work within one of the selected genres explored in the module. | | | | |
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| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A 3000-Word Creative Piece Or 15-20 Pages Of Script | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CW2506 | | | |
| **Module Name:** | Fairy Tales, Folklore & Mythology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Madeleine Vaughan | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will explore select fairy tales, folklore and mythologies, identifying the structures, symbols and archetypes of stories in an attempt to understand how they have shaped and inspired us, and how these stories and ideas have been re-imagined and re-appropriated over time. Initial focus will be on early versions of stories, before examining what modern authors have sought to communicate via their retellings, how they sought to communicate these ideas via their writing, and why. Students will then write their own fairy-tale or mythology influenced piece. | | | | |
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| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A 3000-Word Creative Piece, Or Equivalent In Script, C.15-20 Pages | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CW3102 | | | |
| **Module Name:** | Creative Vigilance: Fictions And Metafictions | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Vanessa Harbour | | | |
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| **Module Description:** | | | | |
| This is an advanced creative writing module which is designed to offer students an opportunity to focus on sophisticated theories of writing and creativity. It will combine the study of specific theoretical works that focus on the creative process, such as those by Wilde, Foucault, Freud, Barthes and Eliot, with practical creative writing exercises, through which students explore the philosophical implications of chosen theoretical texts. For example, an accompaniment to the study of Freud’s essay on creative writers might be a writing workshop on dreams, and the ways in which writers examine their subconscious through their own writing. Within the context of these practical sessions, students will be encouraged to study the effect and effectiveness of such elements as point of view, breaking the fourth wall, metafiction elements, intertextuality stream of consciousness and parody. The student will be expected to examine their own writing, and the writing of others, through the lens of theory/philosophy, thereby situating themselves in relation to current theoretical and philosophical debates. | | | | |
|  |  |  |  |  |
| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Creative Piece (3000W) Prefaced By A Critical Intro (750W) Reflecting On Theories And Ideas From The Module From The | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | CW3502 | | | |
| **Module Name:** | Writing For Games | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Madeleine Vaughan | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The module focuses on the appreciation and construction of narratives for video/computer games, beginning with an exploration of the concerns involved in writing for a range of common game genres. The students will study and practise constructing the overall narrative for a videogame – taking into account the need to make efficient use of costly art assets, voice work, animation, etc. – as well as the individual items that would get this story and world across to the player (such as cinematic scripts, interactive dialogue, and spreadsheets of “barks” or item descriptions). Finally the student will create a portfolio of game writing, representing the sort of material that a writer might be expected to produce for a commercial videogame. | | | | |
|  |  |  |  |  |
| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | 3000-3250W Game Portfolio, Prefaced By 500-750W Of Rationale About The Creative Choices Made For The Game | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Digital Media

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| **Module Code:** | DM1112 | | | |
| **Module Name:** | Design Projects | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Paul Wilson | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Within this module students will be able to explore two specific loci of digital design and technology within the areas of interactive media and design for portable media. Students will also continue to develop their own personal web site which links to the main DMD site. Their individual web site must show examples of their work, how ideas have been developed/taken forward and why, and perform as their professional digital portfolio. | | | | |
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| **Specific to:** | Digital Media Design | | |  |
|  | Digital Media Development | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Online Design Portfolio Of Semester 2’S Projects | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | DM1113 | | | |
| **Module Name:** | Development Projects | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Steve Cross | | | |
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| **Module Description:** | | | | |
| Within this module students will extend their understanding of the core technologies that are used in specific areas of the digital media industry. These will focus on interactive technologies and programming for specialist technologies used for portable media. In addition students will explore the nature of network structures and platforms and the way in which they communicate and hold information. | | | | |
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| **Specific to:** | Digital Media Design | | |  |
|  | Digital Media Development | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Competency Exercises | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | DM1123 | | | |
| **Module Name:** | Computer Game Design Projects | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Robert Blofield | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Within this module, students will be able to explore two specific loci of computer game design and technology within the areas of interactive media and design for portable media for use in the game industry. Students will also continue to develop their own personal web site which links to the main DMD site. Their individual web site must show examples of their work, how ideas have been developed/taken forward and why, and perform as their professional computer game design and development portfolio. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Games Design and Development | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Online Computer Game Design Portfolio Of Semester 2’S Projects | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | DM1124 | | | |
| **Module Name:** | Computer Game Development Projects | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Steve Cross | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Within this module, students will extend their understanding and evaluation of the core technologies that are used in specific areas of the computer game/gamification industry. These will focus on interactive game technologies and programming for specialist technologies used for portable media. In addition, students will explore innovative platforms and the way in which they are navigated for providing educational information. | | | | |
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| **Specific to:** | Computer Games Design and Development | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | 2 Set Exercises (Separate Technologies/Platforms) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | DM1115 CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Team And Project Mapping | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Debs Wilson | | | |
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| **Module Description:** | | | | |
| Within this module students will explore the management of the project life cycle from inception through development to a final outcome. There will be a focus on interpreting a client’s brief and understanding the role of marketing within the development of that brief. In addition students will develop their reflective process through the giving and receiving of feedback from tutors and peers throughout the progress of the module. | | | | |
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| **Specific to:** | Computer Aided Design | | |  |
|  | Digital Media Design | | |  |
|  | Digital Media Design in 3D Visualisation | | |  |
|  | Digital Media Development | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Reflective Process Report (Max 3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# English Language

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| **Module Code:** | EL1509 | | | |
| **Module Name:** | Intertextuality | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Daniel Varndell | | | |
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| **Module Description:** | | | | |
| A literary text does not have meaning in and of itself, its meaning is always a product of its relation to other texts, both literary and non-literary. This module will examine a range of ways that texts have been analysed through their relationship with other texts. It will begin with the well-established concepts of source, genre, and allusion, examining specific texts and tracing these relationships. It will then look at theoretical expansions of the concept of intertextuality and consider these in relation to an extended study of a pair of related literary text. Finally, it will consider adaptation of literary texts such as a fairy tale into other media such as film, television and the visual arts, considering how identification of a text as an adaptation of a preceding one impacts upon the interpretation of both. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL1803 | | | |
| **Module Name:** | World Literature | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Daniel Varndell | | | |
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| **Module Description:** | | | | |
| While Goethe introduced the phrase Weltliteratur in 1827 and called on us to hasten its approach, ‘World Literature’ remains, in David Damrosch’s view, an ‘elusive’ thing (‘Which literature? Whose world?’) Drawing on critical methodologies established in Studying English Literature, and complementing Literature in Context, this module will focus on how the study of ‘English’ as a discipline is affected by globalization and so-called ‘identity politics’. It will explore a range of texts both modern and foundational to illustrate a variety of concepts and critical issues, including: diaspora and migration, nationalism and multiculturalism, non-British English and reading in translation, and the effect of globalization on contemporary politics. It also invites students to consider the heterogeneity of the term ‘World Literature’ as both a hindrance and a benefit when tackling concepts like, for example, gender as a social and, increasingly, international construct. (see UNSDG5 1.2.5a and b). | | | | |
|  |  |  |  |  |
| **Specific to:** | Creative Writing and English Literature | | |  |
|  | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | Education Studies and English Literature | | |  |
|  | English Literature with English Language | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
|  | English Literature and History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Exam (2 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL1804 | | | |
| **Module Name:** | African American Literatures | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Carol Smith | | | |
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| **Module Description:** | | | | |
| This module will introduce the literatures and cultural artefacts which were produced by the forced migration and enslavement of Africans to ‘America’. It will examine these texts within the frame of Paul Gilroy’s The Black Atlantic: Modernity and Double Consciousness. Among the key figures studied will be Phillis Wheatly, Frederick Douglas, Alex Haley, and Nella Larsen. Alongside the literature we will study some visual sources such as portraiture, museum exhibitions and film which have been employed to commemorate and represent the Black Atlantic. | | | | |
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| **Specific to:** | English with American Literature | | |  |
|  | English Literature | | |  |
|  | Modern English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL1806 | | | |
| **Module Name:** | Transatlantic Literatures | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Jude Davies | | | |
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| **Module Description:** | | | | |
| Travel, trade, and cultural exchange across the Atlantic have long shaped literatures in English, overtly in the writings of diarists, travellers, and in migration narratives, and more implicitly reflecting cultural relationships of rivalry, exploitation, and renewal. This module focuses on specific examples while taking a long historical view. It begins with European accounts of American democracy in the early nineteenth century and ends with twenty-first century fiction exploring British Afro-Caribbean heritage (for example Bernadine Evaristo, Girl, Woman, Other [2019]). Other foci may include the ‘love/hate’ cultural relations between Britain and the USA in the nineteenth and twentieth centuries; the significance of European settings in stories by Edgar Allan Poe and Herman Melville; Edith Wharton’s depiction of ‘buccaneering’ American women in Europe; and the attraction of France for many African American writers of the twentieth century (James Baldwin, Gwendolyn Bennett, Langston Hughes, Claude McKay,). Major themes include the possibilities of self-renewal held out by travel and migration, critique of Imperial and exploitative relations, and the re-imagining of personal and national identities in apparently freer racial and gendered contexts. | | | | |
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| **Specific to:** | English with American Literature | | |  |
|  | English Literature | | |  |
|  | Modern English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL2504A | | | |
| **Module Name:** | Gothic And Romantic Fiction | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Gary Farnell | | | |
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| **Module Description:** | | | | |
| This module engages an in-depth investigation of Gothic and Romantic fiction. The starting-point, both historically and analytically, is Horace Walpole’s The Castle of Otranto of 1764 (famously, the first ‘Gothic Story’ in its second edition, 1765). This is followed by analysis of further individual works (including Jane Austen’s ‘spoof’ Gothic novel, Northanger Abbey), through to the last years of the ‘first wave’ of Gothic fiction, and of ‘high’ Romanticism, in the 1820s. The work is framed in terms of a narrative of ‘genre war’ between Gothic and realist fictional forms. A key focus is on the foundations being laid for the novel as a modern literary form. This whole enterprise is augmented by comparative assessment of different critical approaches to the analysis of Gothic and Romantic fiction. | | | | |
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| **Specific to:** | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL2534 | | | |
| **Module Name:** | Children's Literature And Young Adult Fiction | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Mounsey | | | |
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| **Module Description:** | | | | |
| Literature written for children and young adults is the foundation of our knowledge of our culture and our world. It is therefore surprising that until recently it has been largely excluded from serious academic study and treated as unimportant by the academy. This module will offer a brief survey of the millions of books written for children and young adults from the small beginnings of the mythical father of children’s literature – John Newbery – to the phenomenon of literary and financial success that is J.K. Rowling. Is children’s and young adult’s literature educational? Is it soap opera? Is it escapist? Is it polemic? Is it dangerous? And what exactly is a child? How old a young adult? | | | | |
|  |  |  |  |  |
| **Specific to:** | Drama and English Literature | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL2805 | | | |
| **Module Name:** | Postmodernism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Daniel Varndell | | | |
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| **Module Description:** | | | | |
| Irreverent, ugly, cool, detached, brash, commercial, challenging, violent, flat, and pointless. These are just a few of the adjectives used to describe the ‘postmodern aesthetic’ and the period—the 1980s—in which it rose to prominence as the formal mode of expression in so-called ‘late’ capitalism. Postmodern texts rejected grand narratives seen as totalising and singular truths; they embraced the multiple, mobile and fragmentary nature of contemporary life, and thus resist easy categorization. This module, then, explores the complexity of postmodernism through its (often contested) relationship to ‘modernism’; through its varied and complex historical and political contexts (post-WWII, 1980s neo-liberal capitalism, late-20th century philosophy); and accusations of its being (as well as interrogating) a fascistic aesthetic. It considers the political and philosophical impacts of its thinkers (Lyotard, Jameson, Baudrillard) on literary theory, and reflects on the recent decline in, and resistance against, its often cynical view of the world. | | | | |
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| **Specific to:** | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | English Literature with English Language | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary | | 40% |  |
| 002: | Group Presentation | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL2808 | | | |
| **Module Name:** | Shakespeare And Early Modern Tragedy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Gary Farnell | | | |
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| **Module Description:** | | | | |
| This module will address the commercial theatre of the Elizabethan era as a new public forum inviting its socially diverse audience to participate in public scrutiny of a range of social issues. The major genre of tragedy in particular engaged with broad political issues of power: rule, misrule and rebellion; justice, revenge and violence; desire, passion and its relation to power; hierarchies of class, gender and ethnicity. The ways the plays relate to their social, historical and cultural contexts will be considered. Tragic plays stage extreme and traumatic violence for the entertainment of a paying audience, raising questions about the sorts of pleasure such plays offer their audiences and how both the portrayal of emotion in its characters and the provocation of emotion in its spectators figure in the understanding of the genre. Such issues will be addressed in the study of a range of plays, those of Shakespeare alongside works by the likes of Kyd, Marlowe, Middleton and Webster, will allow similarities and differences to be traced. | | | | |
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| **Specific to:** | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL3527 | | | |
| **Module Name:** | Utopian And Dystopian Fiction | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Matthew Leggatt | | | |
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| **Module Description:** | | | | |
| On this module, students will engage with utopian and dystopian texts – the line between which is often blurry – across a range of cultural forms. Focusing primarily on literary responses to these ‘grand’ themes, we will also consider other forms such as film, television, and video games, challenging students to develop an interdisciplinary approach to their work. Students will engage with key utopian theorists such as Plato, Jameson, Moylan, Baccolini, Sargent, Sontag, and Dyer as a means to help guide their interrogation of the spaces between utopia, dystopia, and anti-utopia. Students will learn to debate how key frameworks such as gender, sexuality, race, nationality, and ideology function in utopian and dystopian fiction. They will also use their knowledge of these approaches, built up during their studies, in order to deconstruct the operations of utopia and dystopia and to find patterns in the construction of these ‘other’ types of world. | | | | |
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| **Specific to:** | American Studies | | |  |
|  | Drama and English Literature | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL3806 | | | |
| **Module Name:** | Literature And Social Justice | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jude Davies | | | |
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| **Module Description:** | | | | |
| This module examines the ways in which writers have engaged questions of social justice. It engages issues such as those of ‘race’, class, gender, sexuality, ethnicity, and national identity, and examines questions such as those of propaganda, ideology, witnessing, the community voice, the relationship between the personal and the political, and intersectionality. The module will consider a range of literary forms (for example poetry, the novel, the short story, drama) and genres (for example romanticism, realism, the fable, avant-garde and modernist/post-modernist forms) from a variety of historical moments. As is to be expected, to fully engage with this subject-matter, this module includes depictions and terminology which can be shocking, disturbing, and troubling. The module thus engages with many issues pertinent to UN Sustainable Development Goals, including poverty and class (UN SDG 1: No Poverty), Gender Equality (UN SDG 5), Reduced Inequalities (UN SDG 10), and Peace, Justice and Strong Institutions (UN SDG 16). | | | | |
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| **Specific to:** | Creative Writing and English Literature | | |  |
|  | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | Education Studies and English Literature | | |  |
|  | English Literature with English Language | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
|  | English Literature and History | | |  |
|  | English Literature (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL3807 | | | |
| **Module Name:** | Other Worlds And Fantasy Fiction | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Mounsey | | | |
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| **Module Description:** | | | | |
| The module will build upon the second year Children’s Literature and Young Adult Fiction module to explore the role of other world and fantasy fictions for adults in explaining our world to us. Society from 1800 to the present might be argued to have been marked by fantastic advances in concepts about what technology can do and concomitantly, writers might be argued to have created fantasies that explored other worlds that were both more fantastic and more technological, or less technical and sometimes barbaric, to explain the developments to readers who were confused or alienated by the changes they encountered. What these stories have in common is that though the other worlds are apparently beyond experience, the philosophies that underlie them explore (among many other things) real world debates about the religious and the scientific, the nature of conflict, and aspects of health and wellbeing. Fantasy fiction also spawned other media forms like comics, art, film, games and graphic fictions. This module will also question and discuss how literary these “new media” versions of other world fantasies might be. | | | | |
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| **Specific to:** | Creative Writing and English Literature | | |  |
|  | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | Education and English Literature | | |  |
|  | English Literature with English Language | | |  |
|  | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL3812 | | | |
| **Module Name:** | Literary Adaptations | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Daniel Varndell | | | |
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| **Module Description:** | | | | |
| When asked about the literary texts on which he based his films, Alfred Hitchcock famously retorted: ‘What I do is read the story once, and, if I like the basic idea, I just forget all about the book and start to create cinema.’ That Hitchcock revered (at least some of) his source material more than this statement implies is easy to show, yet the comment gestures towards the uneasy relationship between visual media and literature examined on this module---between, for example: text and image; imagination and re-imagination; fidelity and infidelity. The module draws on a range of texts from classical cinema to TV adaptations, tackles advanced critical and conceptual points raised by Adaptation Studies, and seeks to problematize the place of the literary text, author and reader against the context of its reappearance in a new medium. | | | | |
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| **Specific to:** | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | English Literature with English Language | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
|  | English Literature (with Foundation Year) | | |  |
|  | Modern English Literature | | |  |
|  | Liberal Arts and English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | EL3814 | | | |
| **Module Name:** | The Literature Of Business | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Mounsey | | | |
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| **Module Description:** | | | | |
| The study of business literature has rarely been explored within an academic framework in relation to its philosophical and linguistic creation. This analysis however, exists hidden within large corporate culture, reflecting the importance of such communication models to the aims of business. This module aims to explore these ‘corporate’ cultures through the ways they implement directives and policies in their literatures whether they are external or internally mandated, nationally or internationally within the English-speaking communities, by taking an evidence-based approach to the analysis and combining it with philosophical and linguistic practices to produce a narrative of what business language means. It is essential to understand how organisations go about their daily practices as well as how they change and this can only be done with critical thinking, which in turn supports active discourse that can only be of benefit to the businesses they support. Analysis of a variety of texts will be undertaken to decompile the elements that went into making the communication and subsequently the development of that communication as the policies develop and respond, ending at a defined point on that communications path showing a clearly developing timeline. | | | | |
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| **Specific to:** | Creative Writing and English Literature | | |  |
|  | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | Education Studies and English Literature | | |  |
|  | English Literature with English Language | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
|  | English Literature and History | | |  |
|  | English Literature (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | 3500 Word Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Education Studies

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| **Module Code:** | ES1203 | | | |
| **Module Name:** | 44 And 88: The Acts | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Catherine Holloway | | | |
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| **Module Description:** | | | | |
| This module provides an in-depth analysis of the 1944 and 1988 Education Acts. It looks at the historical and political backgrounds to the Acts, investigates the ideologies which lay behind the Acts, and looks at the influence of a reaction to them amongst different groups. The ideologies of the Acts are compared and related to the wider social and political context in which they originate. The module encourages students to reflect on notions of educability, equality, selection and differentiation. It enables students to explore how those notions have been related to differing philosophical and political views and how they have been implemented in relation to different economic models of education, including human capital theory and the education market. The implications of changes in early years education are considered in relation to the ideologies underpinning the Acts. The module also raises questions about education and social and cultural reproduction. Students are encouraged to reflect upon the Acts in the light of their own views about education provision and their own experience of education. | | | | |
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| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies | | |  |
|  | Education and English Literature | | |  |
|  | Education and History | | |  |
|  | Physical Education and Sport | | |  |
|  | Mathematics and Education | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | 2000 Word Review | 50% |  |  |
| 002: | Examination 50% | |  |  |
| **Availability:** |  | |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |
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| **Module Code:** | ES1211 | | | |
| **Module Name:** | Introducing Early Childhood | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Jaclyn Murray | | | |
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| **Module Description:** | | | | |
| Exploring a range of issues and themes relevant to early childhood experience, this module interrogates the ‘Early Childhood Studies’ (ECS) discipline in its political, professional and academic dimensions, and how ECS has been culturally constructed as a phenomenon of the Academy and of the Early Education and Care professions. The module considers what our construction(s) might mean, and what might be driving those constructions, at individual and societal levels. Before we can begin to achieve some clarity about what ‘early childhood’ might be or mean, we need to challenge many of our most taken-for-granted assumptions about such phenomena as ‘development’, ‘quality’, ‘learning’, ‘play’ etc. In successfully ‘deconstructing’ and ‘unlearning’ at least some of these assumptions, an opening-up of a critical space for deepening our understanding of the phenomenon of early childhood for the rest of the degree programme will have been achieved. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies | | |  |
|  | Education and Drama | | |  |
|  | Education and English Literature | | |  |
|  | Education and Mathematics | | |  |
|  | Physical Education and Sport | | |  |
|  | Mathematics and Education | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 50% |  |
| 002: | Essay | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES1414 | | | |
| **Module Name:** | Principles In Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Wayne Veck | | | |
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| **Module Description:** | | | | |
| This module encourages you to discuss issues in education not just by asserting what you think to be right, but by working with a set of principles which enable you to make a sustained and coherent argument to defend and explain your position. You will be introduced to a series of differing forms of schooling and distinct educational practices in relation to educational contexts, issues and situations. Students are provided with opportunities to engage in independent and group research to examine these practices and issues. The module draws upon Kant’s notion of a universal principle to inform a substantive engagement with educational concepts, contexts and practices. | | | | |
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| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies | | |  |
|  | Education and Drama | | |  |
|  | Education and English Literature | | |  |
|  | Education and History | | |  |
|  | Education and Mathematics | | |  |
|  | Physical Education and Sport | | |  |
|  | Mathematics and Education | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 50% |  |
| 002: | Student Symposia | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES1415 | | | |
| **Module Name:** | Introducing Special And Inclusive Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Michael Hall | | | |
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| **Module Description:** | | | | |
| This module introduces important policy, theory and debate in the fields of special and inclusive education. As it considers perspectives on various impairments, the module draws on insights and ideas from medical literature, psychology and sociology. In this way substantive questions in special and inclusive education are addressed. We will explore how might educational institutions might most effectively respond to students with impairments. This exploration will lead us to investigate differences between impairment and disability and what it might mean to be an inclusive educator. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies | | |  |
|  | Education and Drama | | |  |
|  | Education and English Literature | | |  |
|  | Education and History | | |  |
|  | Education and Mathematics | | |  |
|  | Physical Education and Sport | | |  |
|  | Mathematics and Education | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000-3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES2303 | | | |
| **Module Name:** | Impairments, Disability And Inclusion: Engaging With Critical Issues | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Michael Hall | | | |
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| **Module Description:** | | | | |
| This module seeks to understand impairments and to engage with the realities of disability. As we attempt to understand the causes and consequences of impairments we will move beyond easy, textbook definitions of individual impairments and confront tensions and disagreements about their nature. In considering the ways in which persons with impairments can come to be disabled and therefore excluded we will explore responses to and constructions of the other. This will involve engaging with policies and theory to consider distinct approaches to and understandings of disability, considering the politics and ethics of labelling, diagnosis, therapeutic practices, alongside images of disability and discourses of normality. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies | | |  |
|  | Education and Drama | | |  |
|  | Education and English Literature | | |  |
|  | Education and History | | |  |
|  | Education and Mathematics | | |  |
|  | Physical Education and Sport | | |  |
|  | Mathematics and Education | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 50% |  |
| 002: | Essay (2000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES2433 | | | |
| **Module Name:** | Philosophies Of Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Adrian Skilbeck | | | |
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| **Module Description:** | | | | |
| Existence acquires meaning partly through the movement of information. Educators play a significant part in facilitating that movement. Discerning what information is the most useful in a certain context, whether generic or unique, is a major concern in learning, teaching and research. With a huge amount of information available online, academic outputs becoming open access (available online for free) and massive pools of data available for scientists to utilise in what is being called data-driven science, the role of the educator is changing. Philosophical inquiry can help to understand the role of the educator in changing movements of information, or the wider context of education in past, present and future. In this module, these broad questions on learning, teaching, information, meaning and/or education are addressed through dominant philosophical theories and concepts. | | | | |
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| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies | | |  |
|  | Education and Drama | | |  |
|  | Education and English Literature | | |  |
|  | Education and History | | |  |
|  | Education and Mathematics | | |  |
|  | Physical Education and Sport | | |  |
|  | Mathematics and Education | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000-4000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES3302 | | | |
| **Module Name:** | Educating The Teenage Consumer | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Stephanie Spencer | | | |
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| **Module Description:** | | | | |
| Historians are divided whether the past can be used as an advocate for the present or whether it can only be understood in its own context. Discussion over what is appropriate content for formal education in young adults has been ongoing since the end of the nineteenth century. The minimum school leaving age has been substantially increased since 1870, effectively also increasing young people’s age of entry into the world of work. The expanding availability of consumer goods, together with favourable employment conditions and improved educational opportunity, raised the public profile of ‘the adolescent’ in the 1950s. Is it the role of the school or university to prepare its students for life or for earning a living? The rationale and content of formal education for the 14-18 year old is still not resolved and this module asks whether there are any lessons to be learned from knowledge of past attempts to cater for this group. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies (Early Childhood) | | |  |
|  | Education Studies and Early Childhood | | |  |
|  | Education Studies and Inclusion | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies and Drama | | |  |
|  | Education Studies and English Literature | | |  |
|  | Education Studies | | |  |
|  | Education Studies and History | | |  |
|  | Education Studies and Mathematics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (1500 Words) | | 30% |  |
| 002: | Essay (2500 Words) | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES3404 | | | |
| **Module Name:** | Philosophy Of The Teacher | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Adrian Skilbeck | | | |
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| **Module Description:** | | | | |
| A philosophy of the teacher requires us to ask some hard questions about the identity of those who teach us. It enables us to think about contradictions that appear in both the theory and practice of teaching, and ways in which we might begin to understand these contradictions. Indeed, much of our own education and many of the experiences in which we learn things, could be said to happen indirectly in these contradictions and perhaps even in spite of the teacher and the formal curriculum. In this module we will not seek to resolve these contradictions, but only to understand them more deeply through a variety of philosophical perspectives. At stake, here, amidst all the paradoxes, will be the much neglected idea of the teacher as practising a vocation. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies (Early Childhood) | | |  |
|  | Education Studies and Early Childhood | | |  |
|  | Education Studies and Inclusion | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies and Drama | | |  |
|  | Education Studies and English Literature | | |  |
|  | Education Studies | | |  |
|  | Education Studies and History | | |  |
|  | Education Studies and Mathematics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 60% |  |
| 002: | Presentation (15-20 Minutes) | | 40% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES3419 | | | |
| **Module Name:** | Film As Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Alexis Gibbs | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| There are a lot of films set in schools that have little to do with education, and there are a lot of films about education not set in schools. This module seeks to go beyond the ideas of using film as an instructional tool, or as a means of representation, to think about film as a form of education in itself. This module aims to look at film and educational theory in tandem, to explore educational themes through film, ranging from the construction of the image of the child, to social experiments in the classroom, to teaching in the most difficult regions of the world. The films selected for the module are therefore not intended to teach educational methods and approaches, but rather they invite students to experience education from different angles, and to articulate that experience by drawing on the language of both cinema and educational theory. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies (Early Childhood) | | |  |
|  | Education Studies and Early Childhood | | |  |
|  | Education Studies and Inclusion | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies and Drama | | |  |
|  | Education Studies and English Literature | | |  |
|  | Education Studies | | |  |
|  | Education Studies and History | | |  |
|  | Education Studies and Mathematics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Commentary | | 40% |  |
| 002: | Essay (2500 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | ES3419 | | | |
| **Module Name:** | Film As Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Alexis Gibbs | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| There are a lot of films set in schools that have little to do with education, and there are a lot of films about education not set in schools. This module seeks to go beyond the ideas of using film as an instructional tool, or as a means of representation, to think about film as a form of education in itself. This module aims to look at film and educational theory in tandem, to explore educational themes through film, ranging from the construction of the image of the child, to social experiments in the classroom, to teaching in the most difficult regions of the world. The films selected for the module are therefore not intended to teach educational methods and approaches, but rather they invite students to experience education from different angles, and to articulate that experience by drawing on the language of both cinema and educational theory. | | | | |
|  |  |  |  |  |
| **Specific to:** | Education Studies (Early Childhood) | | |  |
|  | Education Studies and Early Childhood | | |  |
|  | Education Studies and Inclusion | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies and Drama | | |  |
|  | Education Studies and English Literature | | |  |
|  | Education Studies | | |  |
|  | Education Studies and History | | |  |
|  | Education Studies and Mathematics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000-3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | ES3431 | | | |
| **Module Name:** | Inclusion, Education And Refugees | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Wayne Veck | | | |
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| **Module Description:** | | | | |
| This module provides students with an opportunity to engage critically with sociological and ethical questions relating to inclusion and refugees. The module examines globalisation and economic and social crisis in relation to displacement and the phenomenon of mass migration. It questions what it might mean to promote systematic inclusion policies in education by why of addressing inclusive educational practices. This raises difficult questions relating to what it means to welcome and to belong in education, along with issues of human rights and social justice. | | | | |
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| **Specific to:** | Education Studies (Early Childhood) | | |  |
|  | Education Studies and Early Childhood | | |  |
|  | Education Studies and Inclusion | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education and Youth Studies | | |  |
|  | Education Studies and Drama | | |  |
|  | Education Studies and English Literature | | |  |
|  | Education Studies | | |  |
|  | Education Studies and History | | |  |
|  | Education Studies and Mathematics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (4000-4500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Film Production

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| **Module Code:** | FP1008 | | | |
| **Module Name:** | Documentary Portraiture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Julio Molina | | | |
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| **Module Description:** | | | | |
| This module serves as an introduction to documentary filmmaking. Through the exploration and experience of producing a 'cinematic documentary portrait', students will develop fundamental skills including that of conducting filmed interviews and creating meaning through the combination of words, images, and music in the edit. Through the study of documentary film references and by means of their own practice, this module also allows students to appreciate the social impact of documentary films and problematise them from an ethical perspective. | | | | |
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| **Specific to:** | Film | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FP1009 | | | |
| **Module Name:** | Film Enterprise | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Robert Ferrin | | | |
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| **Module Description:** | | | | |
| This module offers students the opportunity to gain an understanding of opportunities available to them within the film and media industries during their time studying at university. The module will consider a variety of strategies and techniques used by early career filmmakers to gain experience within the film and media industry such as a development of CV writing skills, a development of a social media presence and the processes of finding potential work opportunities. Additional approaches such as freelancing and starting a business will also be covered. The aim of the module is to develop a student’s understanding of how to approach finding work within these industries during their time at university. This module will feed into employability focused modules at later levels, as well as identifying any current challenges a student will need to address in their own professional development. | | | | |
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| **Specific to:** | Film | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Social Media Presence | | 50% |  |
| 002: | Pre-Recorded Presentation - 5-7 Minutes | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FP2013 | | | |
| **Module Name:** | Digital Distribution | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Robert Ferrin | | | |
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| **Module Description:** | | | | |
| In this module students research and discover how current and emerging social media platforms can be utilised to enhance the promotion of a film project. Students will be introduced to the shifting landscape of film distribution and its reach to a global audience. This option module works to develop personal ideas and online processes to construct a professional promotional online marketing campaign for a film project. | | | | |
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| **Specific to:** | Film | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FP2014 | | | |
| **Module Name:** | Festivals | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Robert Ferrin | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will introduce students to the key theoretical principles and practices associated with hosting and participating in film festivals. The module aims to prepare students for the processes needed to distribute and market their own films on the national and international film festival circuit. The module will also equip students with an in-depth knowledge of the workings of film festivals, what is required by applicants to film festivals and how they differ between type. Students will use this gained knowledge to organise and participate in an end of semester film festival for films made by all students at level 5. Professional and current festival organisers alongside the teaching team will advise and guide students on the organisational, fundraising, promotional and networking skills needed in order to deliver a successful film festival programme and event. | | | | |
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| **Specific to:** | Film | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FP3006 | | | |
| **Module Name:** | Third Cinema: Documentary As Resistance | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Julio Molina | | | |
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| **Module Description:** | | | | |
| This module considers how the documentary form can function to resist and challenge cultural and ethnic oppression as a means to critique and affect change. Students will examine the impact of a diverse range of global filmmakers whose film practice, in of itself, challenges both the means of production and acts as a tool to propagate a personal politicised point-of-view. Students will develop and produce a moving image artefact to critique or effect transformation of particular dominant or colonising practices per their research. Students develop their own ideological inquiry via a film that speaks ‘truth to power’ and critically analyse a film or filmmaker working in this area. A formative task affords students opportunity to pitch their story and receive feedback on project progression. | | | | |
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| **Specific to:** | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Production Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Forensics

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| **Module Code:** | FR1005 | | | |
| **Module Name:** | Contemporary Issues | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Robert McHardy | | | |
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| **Module Description:** | | | | |
| The forensic science sector is constantly innovating new ways to capture new evidence types as technology advances and endeavours to meet the evolving needs of criminal justice system. This module explores a range of contemporary issues facing the forensic science sector nationally and internationally. Students are introduced to the role of the forensic science regulator and the requirement for a forensic watchdog. The module also explores the legal, ethical, academic, and political challenges the system faces as it seeks to meet public expectations. | | | | |
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| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
|  | Forensic Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Report (3,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FR2010 | | | |
| **Module Name:** | Geoforensics: Principles And Techniques Of Landscape Search | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Anna Chaussee | | | |
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| **Module Description:** | | | | |
| This module provides a detailed insight to the objectives, approaches and methods employed in missing persons investigations and the search for non-human targets (e.g. concealed evidence). Students will be introduced to the context of missing persons in the UK and the scope of the problem. The module will cover the search for children, despondents, the elderly, asylum seekers, undocumented persons, repeat mispers, and out of character missing events. The landscape is principally shaped through human interaction and so learners can expect to become familiar with how people interact with a range of environments. The module describes multi-agency approaches to search and search management and various techniques including aerial photography, unmanned aerial vehicles, and thermal imaging. Learners will have the opportunity to examine geographical data and become acquainted with the principles underlying geomorphological interpretation, geophysical survey, spatial analysis using geographic information systems and search databases. Students will have the opportunity to apply geographical profiling techniques and search strategies in response to a scenario based upon a real-world situation using a range of data types. | | | | |
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| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
|  | Forensic Investigation and Cyber Security | | |  |
|  | Forensic Investigation | | |  |
|  | Forensic Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FR3008 | | | |
| **Module Name:** | Forensic Archaeology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Anna Chaussee | | | |
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| **Module Description:** | | | | |
| This module provides a detailed introduction to the objectives, approaches and methods of archaeological techniques and how these have informed the collection of forensic evidence. Archaeologists can play a key role at the major crime scene. It is for these reasons that archaeologists are employed as Crime Scene Investigators in major UK police forces as well as those in North America. The aim of this module is to develop scientific approaches that are of value to forensic archaeology and provide students with the necessary skills relevant to burial-recovery techniques. Students will be introduced to techniques for locating buried evidence within a defined site – both indoor and outdoor settings. Student will put into practice the identification of surface anomalies. Students will be introduced to excavation methods suitable for the recovery of degraded evidence in a range of contexts. Students will become familiar with recording techniques suited for buried remains and scattered evidence. Student learning will be re-enforced through their participation in a mock outdoor crime scene practical. Students will gain a critical understanding in how the skills of the forensic archaeologist are deployed in a range of suspected crime scenes including domestic murder and the investigation of suspected genocide. Students will strengthen their report writing skills through the production of an expert witness report. | | | | |
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| **Specific to:** | Forensic Investigation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Expert Witness Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FR3009 | | | |
| **Module Name:** | Ethics For Digital And Forensic Investigation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
| Digital forensics is a rapidly increasing area of forensic investigation, which has been largely focused on the technical aspects. However, this type of forensic investigation has far-reaching ethical and legal implications which much be considered. Ethics and moral responsibility must be considered in all stages of the forensic investigation: recovery, analysis and presentation. Investigators must ensure that proper legal procedures are followed, and that evidence is not altered or tampered with, which may put the entire investigation in jeopardy. Issues of privacy and ownership need to be considered, alongside the requirement to collect forensic evidence. | | | | |
|  |  |  |  |  |
| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Case Study (3,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Film Studies

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| **Module Code:** | FS1162 | | | |
| **Module Name:** | Film Narrative | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Fran Mason | | | |
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| **Module Description:** | | | | |
| This module description is subject to validation: This module will build upon knowledge of filmic procedures acquired in Semester 1 by extending analytical skills in relation to the operation of film narrative. A number of narratological models will be introduced, explored and tested against a range of films. The textual focus of the module is historical rather than contemporary, and different narrative forms examined will include early and silent cinema, classical Hollywood narrative, German Expressionist cinema, Soviet montage cinema and post-World War II European art cinema. | | | | |
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| **Specific to:** | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS1400 | | | |
| **Module Name:** | Film Form, History And Culture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
| The module will introduce students to various histories of cinema and the ways that cinema history can be constructed. Through an exploration of a range of national and international cinema movements and styles, students will examine the significance of cultural and historical contexts and their relationship to film texts. Key factors, including economic, social, cultural, political and geographical influences, will be analysed to explore significant moments of film history such as pre-cinema, German Expressionism, the Hollywood studio system, Post-Classical Hollywood, ‘Third Cinema’, the French New Wave and Dogme 95. | | | | |
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| **Specific to:** | English Literature and Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
|  | Media and Audio Communication | | |  |
|  | Media, Communication and Advertising | | |  |
|  | Media, Communication and Journalism | | |  |
|  | Media and Communication | | |  |
|  | Media, Communication and Social Media | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Assessment And Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS1401 | | | |
| **Module Name:** | Understanding Horror Film | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Abigail Whittall | | | |
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| **Module Description:** | | | | |
| This module will focus on the horror film to explore the flexibility of the genre and how it has adapted to industrial, social, political and cultural change. Charting the genre from the 1930s to contemporary horror cinema and across different national cinema traditions, the module will act as a case study of film history through a focused study of a specific area that will exemplify and develop the approach of the Film Form, History and Culture module, while also considering the importance of social and cultural context through exploration of the horrific ‘other’, the uncanny, ideology and genre, the body and body horror and representations of gender, sexuality and ethnicity. | | | | |
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| **Specific to:** | English Literature and Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
|  | Film and Media Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS1402 | | | |
| **Module Name:** | Script Report Writing | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Imruh Bakari | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module is designed to offer students an opportunity to develop writing and research skills and a critical awareness of screenwriting principles and techniques. The focuses will be on reading and analysing scripts for the screen, and writing script reports, informed by critical overview of the screenwriting process. Students will consider the professional role of the ‘Script Editor’ while developing their own work. They will consider further what the label ‘professional’ means in relation to writing in this role, and the numerous ways writers use their transferable writing ‘skills’ in film industry. | | | | |
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| **Specific to:** | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 01: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS2400 | | | |
| **Module Name:** | Researching Film Studies | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Christina Wilkins | | | |
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| **Module Description:** | | | | |
| The module centres upon the independent research of primary and secondary sources that is an essential part of the successful undergraduate study of film and through this enables students to pursue their own areas of study. The module correspondingly provides preparation for the Final Year Project that students undertake as a compulsory component of their studies in Year 3. Students will engage with research techniques and further develop their critical and theoretical understanding while working on a research project on an area of film of their own choice. Each year the module will have as a way of focusing discussion, a thematic nucleus, which might compromise the consideration of, for example, a particular national cinema, film making within a particular decade, a particular genre or the work of a particular filmmaker. | | | | |
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| **Specific to:** | English Literature and Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS2432 | | | |
| **Module Name:** | Screenwriting | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Imruh Bakari | | | |
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| **Module Description:** | | | | |
| The screenwriting module invites students to explore the various techniques and formats of writing for cinema and television. Students will be given the opportunity to consider the relationship between the written word and the visual medium. Importantly, they will be allowed to develop their own writing skills and learn the basic principles of script development and presentation. | | | | |
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| **Specific to:** | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS2503 | | | |
| **Module Name:** | Science-Fiction And Fantasy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Fran Mason | | | |
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| **Module Description:** | | | | |
| This module examines science-fiction and fantasy versions of speculative cinema (not including Gothic and horror) with regard to their histories, institutional patterns, generic codes, and ideological and cultural resonances. The module sets out key generic concerns initially, but will then range across a variety of sub-genres (e.g., dystopias, apocalyptic texts, time travel, space opera, Cold War SF, swords and sorcery, Epic fantasy), hybrid forms (SF Horror, tech noir), themes (gender, ideology of the genres, special effects, the ‘Other’, cyborgs and robots, environmental concerns, and fantasy and allegory), and different national traditions from the US, Europe and Asia to understand the changing popularity and cultural meanings of SF and fantasy in cinema. Examples of texts to be studied include: Metropolis, Aelita, Things to Come, Alien, The Day the Earth Stood Still, 2001: A Space Odyssey, the original Star Wars trilogy, Lucy, Mad Max, Ex Machina, and Lord of the Rings. | | | | |
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| **Specific to:** | English Literature and Film | | |  |
|  | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
|  | Film and Media Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS3514 | | | |
| **Module Name:** | Stars | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Laura Hubner | | | |
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| **Module Description:** | | | | |
| The module will raise questions about the notion of stardom, the evolution of the star system and the history of star studies within the realm of film studies. broad areas will include the connotations of 'star' and distinctions between star and actor, in terms of quality and notoriety. A range of methods and approaches will be explored, such as textual analysis, semiology, intertexuality and ethnography. Key concepts will include debates surrounding authorship, genre and identity issues such as race, ethnicity, gender and sexuality. The shifting significations of specific stars, over time, and across different cultures, will be explored. | | | | |
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| **Specific to:** | English Literature and Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | FS3634 | | | |
| **Module Name:** | Killer Films | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Fran Mason | | | |
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| **Module Description:** | | | | |
| This module explores the representation of killers in film through a study of their ideological and cultural meanings. The module will begin by examining assassins and mob killers, including female assassins, the spy-as-assassin and specific national cinemas (e.g., Hong Kong), to consider killing for money or honour and as a form of work, after which the focus will be on different kinds of killer in areas such as the serial killer film, vigilante films, film representations of notorious killers or famous murders, and representations of war to consider the ideology of ‘just’ killing and the ways in which this has been questioned. Study will focus on both contemporary and historical texts to consider shifting positions of identification within generic representations. Case studies will form the basis of student presentations, with topics being chosen by the group in consultation with tutors. | | | | |
|  |  |  |  |  |
| **Specific to:** | English Literature and Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies and Production | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# History

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| **Module Code:** | HS1010A | | | |
| **Module Name:** | British History Introductory Module: English History 1272-1500 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | James Ross | | | |
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| **Module Description:** | | | | |
| This module establishes the nature of late medieval England and examines its development over two hundred years that are punctuated with major crisis: in international relations (the Hundred Years' War) in domestic politics (the violent deaths of five kings); the Church (the rise of Lollardy); and the economy and society (the Black Death). It ends with the beginnings of recovery - political, economic and social - in the two centuries after the Black Death. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | American Studies and History | | |  |
|  | Education Studies and History | | |  |
|  | English Literature and History | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and the Medieval World | | |  |
|  | Liberal Arts and History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS1061 | | | |
| **Module Name:** | Introductory Module: Modern Europe, 1789-2001 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Emily Stiles | | | |
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| **Module Description:** | | | | |
| This module will provide students with a sound understanding of major trends within European history from the French Revolution to the turn of the twenty-first century. We will explore new political ideas and ideologies, including nationalism, socialism, fascism and liberalism, and how these served to reshape the European geo-political order. We will consider the dramatic, and often traumatic, experiences of social and economic transformation brought about by modernization, urbanization and industrialization, and the various cultural responses to these. Finally, we will examine how European identity and Europe’s role in the wider world has changed through the process of war, imperialism, decolonization, and reunification in the nineteenth and twentieth centuries. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | American Studies and History | | |  |
|  | Education Studies and History | | |  |
|  | English Literature and History | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and the Medieval World | | |  |
|  | Liberal Arts and History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Unseen Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS1064 | | | |
| **Module Name:** | Introductory Module: Britain In The Twentieth Century | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Sian Edwards | | | |
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| **Module Description:** | | | | |
| The module will provide an introduction to the social, cultural, political and economic history of Great Britain since 1900. It will address various significant historical issues raised by the period and will allow you to critically explore patterns of continuity and change in British society across the twentieth century. Crucial themes will include: political unrest, class divisions, the impact of war, the growth of state intervention, the emergence of consumer culture, the changing role of women, immigration and race relations, and the decline of the British Empire. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | American Studies and History | | |  |
|  | English Literature and Film | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and the Medieval World | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Unseen Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS1067 | | | |
| **Module Name:** | Introductory Module: Europe In The Central Middle Ages (C.888 - C.1250) | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Robert Houghton | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides an introduction to the central middle ages (c.888-c.1250). The central Middle Ages were a period of momentous change and form the foundation of modern Europe and Mediterranean world. At the start of the period Europe and the Mediterranean were dominated by the Carolingian, Byzantine and Abbasid empires. By the end of the period these empires had fractured and been replaced by numerous smaller kingdoms, many of which exist in some form today. This module examines the causes and consequences of the fundamental social, political, religious, military and economic changes which characterised this period. It also addresses the impact of these changes on later periods. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | English Literature and History | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History (with Foundation Year) | | |  |
|  | History with Year Abroad | | |  |
|  | Medieval History | | |  |
|  | Medieval History (with Foundation Year) | | |  |
|  | Medieval History with Year Abroad | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Unseen Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS1106 | | | |
| **Module Name:** | Case Studies Ii: Independent Study Project | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
| This module builds upon Sources & Approaches in History, further developing students’ skills as independent researchers, and giving students an opportunity to do research of a critical nature, using both primary and secondary sources. Continuing to work in the same Case Study groups and topic as they did in Sources & Approaches, students undertake an individual research project, on a topic negotiated with a tutor. In addition, there will be an element of group work as students combine their individual findings, presenting on a subtopic of the module’s overarching theme. As this module concentrates upon developing skills there is an emphasis on training for future employment. Students will be expected to engage with careers service activities in semester 2 and to report their activities in a reflective journal. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | American Studies and History | | |  |
|  | Classical Studies | | |  |
|  | English Literature and Film | | |  |
|  | English Literature and History | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and the Medieval World | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Portfolio Consisting Of I) Essay (70%) Ii) Group Presentation (20%) Iii) Reflective Skills Journal (10%) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS1111 | | | |
| **Module Name:** | Perspectives On Global History | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
| This module builds on Perspectives in World History by taking a more thematic approach to the broad sweep of global history. It introduces first year history students to important themes in global history, and challenges them to think critically about the contours that have shaped different cultures over time. It encourages students to explore how various factors have developed and travelled across different social and cultural contexts, placing strong emphasis on the interconnections of societies in the past. This is done with a focus on various themes for example, technology and economy, ecology, disease and famine, migration, gender and religion. Students are encouraged to make comparisons that will enable them to deconstruct the simplistic binaries of ‘science’ vs ‘religion’ and ‘modern’ versus ‘traditional’ societies, to explore more fully how cultural and material exchange occurred between different societies. | | | | |
|  |  |  |  |  |
| **Specific to:** | History | | |  |
|  | History (with Foundation Year) | | |  |
|  | History with Year Abroad | | |  |
|  | Medieval History | | |  |
|  | Medieval History (with Foundation Year) | | |  |
|  | Medieval History with Year Abroad | | |  |
|  | Modern History with Year Abroad | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Seminar Response Papers | | 50% |  |
| 002: | Group Poster And Blog | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2310 | | | |
| **Module Name:** | Source Study: The First English Empire: C.1100 To C.1350 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Gordon McKelvie | | | |
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| **Module Description:** | | | | |
| Throughout the middle ages the king of England’s lands were not confined to the area that constitutes modern-day England, as English successive kings claimed overlordship over the rest of the British Isles. This concept reached its zenith during the reign of Edward I (1272-1307). Yet, Edward I’s reign was part of a much longer story that stretched back at least two centuries. English dominance, in various political, cultural, linguistic and military forms, over the rest of the British Isles has led some historians to suggest that, long before there was worldwide British Empire, there was a medieval English Empire. This module examines the nature of England’s relationships with Scotland, Ireland and Wales as well as the effect that relations with England, in turn, had on the histories of Scotland, Ireland and Wales between the twelfth and fourteenth centuries. The French and Papal contexts of these relations are also considered. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 50% |  |
| 002: | Essay (2,000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2315 | | | |
| **Module Name:** | Source Study: Emirs And Caliphs Of Al-Andalus: Iberia Under The Umayyads, 756-1031 Ce | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ryan Lavelle | | | |
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| **Module Description:** | | | | |
| This module addresses the area of the Iberian peninsula under the Islamic rule of the Umayyad dynasty, from their arrival and establishment as emirs following expulsion from Damascus in 750 through to the declaration of ‘Abd al-Rahman III as caliph in 929 and the disintegration of caliphal power a century later between 1009–1031. Providing a framework for the political history of Andalusi rulers and their endeavours to establish regional hegemony, the module also examines the mechanisms of Umayyad control, including artistic and architectural patronage, declarations of legitimacy and diplomatic gestures, and the infrastructure of the Andalusi state. Consideration is also given to understanding life in early medieval al-Andalus, including the relationships between town and countryside and the co-existence of different religious communities under Islamic rule. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | Classical Studies (with Foundation Year) | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History (with Foundation Year) | | |  |
|  | History with Year Abroad | | |  |
|  | Medieval History | | |  |
|  | Medieval History (with Foundation Year) | | |  |
|  | Medieval History with Year Abroad | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Unseen Exam (2 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2403 | | | |
| **Module Name:** | Source Study: Religion, Politics & Society In Early Tudor England, 1485-1558 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Simon Sandall | | | |
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| **Module Description:** | | | | |
| This module will examine the history of England under the early Tudors. It will consider the establishment of Tudor rule under Henry VII, before moving on to look at the government of England, society, the impact of the Reformation, war and rebellion. It will examine England's foreign relations with France and the Holy Roman Empire, and look at the development of English rule in Ireland under Henry VIII. This was also the age of Holbein and this module will examine the art, theatre and literature of the early English REnaissance. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | American Studies and History | | |  |
|  | English Literature and Film | | |  |
|  | Global History and Politics | | |  |
|  | History, Civilisations and Beliefs | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and the Medieval World | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 50% |  |
| 002: | Essay (2,000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2604 | | | |
| **Module Name:** | Source Study: Victorian Culture And Society | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Mark Allen | | | |
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| **Module Description:** | | | | |
| The module investigates one of the most remarkable periods of national history. The changes in population and means of production, the ride of a middle class ethos and the concomitant attempts to deal with poverty will form a foundation for the examination of other aspects of the geographical and cultural landscape of Britain. These will include the economic, political and scientific theories that gave rise to distinctive practice in art, state intervention and social policies. The paradox of a Christianity which was both under threat and an apparent foundation for much fo the philanthropic and cultural activity of the era will be examined. | | | | |
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| **Specific to:** | American Studies and History | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 50% |  |
| 002: | Essay (2,000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2605 | | | |
| **Module Name:** | Source Study: Imperial Japan 1868-1937 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Aldous | | | |
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| **Module Description:** | | | | |
| This module explores the political, socio-economic and cultural consequences of the Meiji Restoration of 1868, a transfer of power that ushered in a period of rapid modernization and westernization. The foundations of Japan's rapid economic development will be examined, together with the social impact of the Meiji's government's policies to centralize power and mobilise human resources. Attention will be paid to the widening gulf between town and country that attended industrialisation, particularly the association of rural poverty with support for military incursions on the mainland of Asia. The liberal trends of the Taisho period (1912-26) in politics and culture (particularly in the cities) will be juxtaposed with the drift towards repression and authoritarianism in the 1930s. | | | | |
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| **Specific to:** | American Studies and History | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 50% |  |
| 002: | Essay (2,000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2610 | | | |
| **Module Name:** | Source Study: Nazism And The Holocaust | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Emiliano Perra | | | |
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| **Module Description:** | | | | |
| This module explores life and death under the Third Reich in Germany and in Nazi occupied Europe, with particular reference to the extermination of the Jews. It will investigate the nature of the Third Rech and the society that it tried to create as well as the process and progress of the Holocaust. Themes explored in the module might include the rhetoric and reality of the National Socialist People's Community, Nazi racial utopia and how far it relied on the consent of the German people, the decision-making process leading up to the extermination of the Jews of Europe, and the place of the Holocaust within Nazi genocidal plans. | | | | |
|  |  |  |  |  |
| **Specific to:** | American Studies and History | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 50% |  |
| 002: | Unseen Exam (2 Hours) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2709 | | | |
| **Module Name:** | Theme Study: The Crusades | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Robert Houghton | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The First Crusade in 1096-99 was an extraordinary triumph of militant Christianity. An unprecedented European movement, the crusaders wrested Jerusalem and the modern states of Israel, Jordan, Lebanon and Syria from the Seljuk Turks, and retained them for almost a century. The causes for both the initial conquest of the Christians and their eventual expulsion in 1291 are examined. The module focuses initially on the crusader states, an early experiment in European colonialism and multicultural relations, but it also treats the later crusades, the crusades in the Iberian Peninsula that culminated in the capture of Granada in 1492, and Prussia, and crusades within Europe against schismatics and heretics. It looks forward to crusading elements in the Spanish conquests in America and more recent instances of crusading and jihad rhetoric. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History (with Foundation Year) | | |  |
|  | History with Year Abroad | | |  |
|  | Medieval History | | |  |
|  | Medieval History (with Foundation Year) | | |  |
|  | Medieval History with Year Abroad | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Oral Presentation | | 40% |  |
| 002: | Essay (2,000 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2801 | | | |
| **Module Name:** | Theme Study: Food And Drink In Medieval And Early Modern England | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Cindy Wood | | | |
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| **Module Description:** | | | | |
| This module focuses upon changing ideas about food and drink from the medieval into early modern England. It will explore the ways in which a range of social and cultural factors influence both what was considered ‘good’ or ‘healthy’ as well as what times of the day or night this should be done. There were many different factors that affected these ideas including changes in agricultural knowledge and production, advances in marketing and transportation, both domestic and international economic force and religious or emotional motivations. This module aims to provide a detailed understanding of how the British diet evolved, due much less to the actual food and drink itself than to external, broader societal factors. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Assignment I: Individual Oral Presentation | | 40% |  |
| 002: | Assignment Ii: Essay (2,000 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2902 | | | |
| **Module Name:** | Theme Study: The Rise Of High Speed Society (18th-20th Centuries) | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Graciela Iglesias Rogers | | | |
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| **Module Description:** | | | | |
| Speed has been described as the hallmark of modernity. In this course, students will have a chance to explore how, as the pace of life quickened through a series of technological innovations (i.e. the railways, the telegraph) a desire for greater accuracy in timekeeping and for shared time conventions, increased accordingly. We shall trace the forging of a global ‘high-speed society’ for which concepts such as express delivery, fast food and news on the hour require little explanation. Particular attention will be placed on the development of intellectual movements that either resisted or embraced these notions and on factors that transformed what people ate, thought and wore from the eighteenth to the twentieth centuries. There will be also a chance to look into the way people reconfigured ideas about maturity and different stages of life such as childhood and youth. | | | | |
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| **Specific to:** | American Studies and History | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Oral Presentation | | 40% |  |
| 002: | Essay (2,000 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | HS2916 | | | |
| **Module Name:** | Theme Study: Under The Hammer And Sickle: Culture And Society In The Soviet Union | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Emily Stiles | | | |
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| **Module Description:** | | | | |
| This module gives students an opportunity to explore the history of the Soviet project through the experiences of those living it. We will consider the ideological basis of the Soviet regime, as well as the social, cultural and economic factors that shaped society. From the rise to the fall of the Soviet Union, this module looks at the political institutions, examining the evolution of ‘Marxism-Leninism-Stalinism’, and their impacts on social, economic, and cultural life. Students will be introduced to various forms of Soviet culture, including Soviet cinema, to develop an understanding of life under the hammer and sickle. | | | | |
|  |  |  |  |  |
| **Specific to:** | History and Archaeology | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | History (with Foundation Year) | | |  |
|  | History with Year Abroad | | |  |
|  | Modern History with Year Abroad | | |  |
|  | Modern History | | |  |
|  | Modern History (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Oral Presentation | | 40% |  |
| 002: | Essay (2,200 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Journalism

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| **Module Code:** | JM1907 | | | |
| **Module Name:** | Longform Journalism | | | |
| **Module Credits:** | 30 – DOUBLE MODULE | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Brian Thornton | | | |
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| **Module Description:** | | | | |
| This module will provide an overview of longform journalism as it relates to a number of different types of publications, primarily: newspapers, magazines and other periodicals (both in print and online). It will cover the different types of feature - providing students with an understanding of the differing approaches to structure, language and style as well as the relationship between those types and a range of publications. The module will also look at the importance of social media and how it has transformed journalism. It will consider the use of the various social media platforms as newsgathering tools and as ways of promoting stories. It will also consider how social media competes with the conventional media. | | | | |
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| **Specific to:** | Entertainment Journalism | | |  |
|  | Fashion Journalism | | |  |
|  | Journalism | | |  |
|  | Sports Journalism | | |  |
|  | Music Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio With 2 Convergent Elements: Feature, 1500 Words (50%); Critical Reflection, 1500 Words (50%) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | JM2905 | | | |
| **Module Name:** | Digital Reporting (2) | | | |
| **Module Credits:** | 45 – TRIPLE MODULE | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Brian Thornton | | | |
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| **Module Description:** | | | | |
| Students work within a variety of specified roles directing and editing the production of content to publish a weekly live online publication – Winchester News Online. The online publication is updated weekly (and daily within specified periods) and so the students work in ‘shifts’ around the week, enabling them to carry on with the rest of their studies constituting the degree programme. Work on the project is designed to integrate, consolidate and advance all previous learning in practical modules and this single module, because of its length, extent and challenging nature (the element of live production) carried a double weighting. | | | | |
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| **Specific to:** | Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio With Two Elements: Video Content (50%); Audio Content (50%) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Law

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| **Module Code:** | LW2509 | | | |
| **Module Name:** | Land Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Beatrice Myers | | | |
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| **Module Description:** | | | | |
| Land Law deals with one of society’s most valuable assets. Land is recognised as essential to the realisation and pursuit of a good life. It is therefore crucial to understand and evaluate key concepts such as relativity of title and safeguarding legal and equitable interests in land. During this module, you will gain understanding of the principles which underpin this area of law, as well as how it has developed and changed over time. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW2512 | | | |
| **Module Name:** | Equality Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Julian Dobson | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to cover the key and topical issues of equality law, whether in the workplace, educational establishments or through the provision of public services. It explores the protection offered by the prohibition of direct and indirect discrimination, harassment and victimisation, through the lens of each of the protected characteristics. It also asks students to consider wider questions as to effectiveness of the UK structure of equality protection and the choice of protected characteristics. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW2513 | | | |
| **Module Name:** | Medical Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Karolina Szopa | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The constant developments in the field of medicine and ethics pose interesting questions within the field of medical law and how these developments should be accommodated within the legal framework. This module examines selected area of the medical/legal relationship and considers the legal and ethical principles that underpin the tension between the two disciplines. Issues such as end of life and the autonomy of the individual (including physician assisted suicide and euthanasia), the right to treatment, consent to treatment, the position of children and of the non-competent patient are all significant social questions that call for a legal answer. The module also looks at the principles behind the law of clinical negligence. During the module, we will look at the modern issues facing this area of law, as well how technology and changing opinions shaped and impacted the law. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW2516 | | | |
| **Module Name:** | Criminal Justice | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Amelia Shooter | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module critically examines the ways in which all participants are treated within the criminal justice system. It examines all stages of the criminal justice process, from arrest through to post-punishment, identifying and criticising processes and institutions. The module sheds particular light onto those who may be under-represented in the criminal justice system, including young offenders, women, and members of minority ethnic groups. It also examines criminal justice globally, exploring wider topics such as the International Criminal Court and the death penalty. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation Conference Paper | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3512 | | | |
| **Module Name:** | Equality Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Julian Dobson | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to cover the key and topical issues of equality law, whether in the workplace, educational establishments or through the provision of public services. It explores the protection offered by the prohibition of direct and indirect discrimination, harassment and victimisation, through the lens of each of the protected characteristics. It also asks students to consider wider questions as to effectiveness of the UK structure of equality protection and the choice of protected characteristics. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3513 | | | |
| **Module Name:** | Medical Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Karolina Szopa | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The constant developments in the field of medicine and ethics pose interesting questions within the field of medical law and how these developments should be accommodated within the legal framework. This module examines selected area of the medical/legal relationship and considers the legal and ethical principles that underpin the tension between the two disciplines. Issues such as end of life and the autonomy of the individual (including physician assisted suicide and euthanasia), the right to treatment, consent to treatment, the position of children and of the non-competent patient are all significant social questions that call for a legal answer. The module also looks at the principles behind the law of clinical negligence. During the module, we will look at the modern issues facing this area of law, as well how technology and changing opinions shaped and impacted the law. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3516 | | | |
| **Module Name:** | Criminal Justice | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Amelia Shooter | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module critically examines the ways in which all participants are treated within the criminal justice system. It examines all stages of the criminal justice process, from arrest through to post-punishment, identifying and criticising processes and institutions. The module sheds particular light onto those who may be under-represented in the criminal justice system, including young offenders, women, and members of minority ethnic groups. It also examines criminal justice globally, exploring wider topics such as the International Criminal Court and the death penalty. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation Conference Paper | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3523 | | | |
| **Module Name:** | Child Law And Policy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Emma Nottingham | | | |
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| **Module Description:** | | | | |
| The law relating to children is about relationships: between adults, as parent or carer, and children. It is about matters relating to decision making on behalf of children, residency and support on dissolution of adult relationships, and how the law intervenes to protect children in crisis. Much of the law in this area is inevitably bound up with social policy and there is considerable scope for researching proposals for reform and for engaging in critical analysis of the law. | | | | |
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| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3530 | | | |
| **Module Name:** | European Union Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Christine Rinik | | | |
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| **Module Description:** | | | | |
| Firstly, we will look at the jurisdiction of the Court of Justice of the European Union with particular reference to the preliminary ruling procedure and the ability of the European Commission to act in their role as Guardian of the Treaties. Then we will proceed to analyse the application of case law from the Court of Justice of the European Union dealing specifically with issues relating to the free movement of goods within the internal market. We will analyse both fiscal and non-fiscal barriers to the free movement of goods. Then we will turn our attention to the free movement of workers within the European Union and the advantages associated with being a citizen of the European Union. Our discussion will involve interpretation of treaty provisions and EU Directives as well as application of relevant case law from the Court of Justice of the European Union. | | | | |
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| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Examination | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3532 | | | |
| **Module Name:** | Technology And Cyberlaw | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Malcolm Dowden | | | |
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| **Module Description:** | | | | |
| The law has often been required to adapt to new and emerging technologies. Recently, however, the pace and scale of technological change has far exceeded anything previously encountered. Data and data processing now underpins the global economy. Sophisticated surveillance and analytics pose a substantial threat to any concept of personal privacy, but also promise previously unattainable levels of crime detection and anti-terrorist security. In this module, we examine the response of lawmakers, regulators and the courts to the fundamental legal challenges posed by technology, ranging from ownership of online content to the attribution of liability for harm caused by artificial intelligence and autonomous vehicles. | | | | |
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| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | LW3520 CONDITIONAL MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Company Law - Corporate Governance | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Julian Dobson | | | |
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| **Module Description:** | | | | |
| Students will already have prior knowledge of the major corporate structure known as the company. The module takes this knowledge further by looking at the players within this structure; the directors and shareholders and their interaction, and the tensions that arise and how they can be resolved. We will also be studying how a company is funded and what happens when it dies. The main focus will be on smaller private companies although some reference will be made to principles applicable to major corporations. | | | | |
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| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
|  | Law with Psychology | | |  |
|  | Law with Sports | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Negotiation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Media Communication

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| **Module Code:** | MC2002 | | | |
| **Module Name:** | Advertising And Branding: History And Theory | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Laura Hubner | | | |
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| **Module Description:** | | | | |
| This module will offer students a critical approach to studying advertising and branding. It will encourage students to position advertising and branding texts and practices within cultural, political, historical and economic frameworks. The module will consider the cultural history of the advertising industry as well as the development of particular professional discourses, such as lifestyling and audience positioning. The module will consider different approaches branding, such as pitching and targeting towards audiences, and to the analysis of advertising texts, such as semiotics, quantitative analysis and ethnographic research. The module enables students to test out their skills through specific class-based exercises. Attention will be paid to the production of advertising and branding strategies within different media forms and students will be encouraged to consider these in relation to the specificity of their cultural and historical contexts. | | | | |
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| **Specific to:** | Creative Advertising | | |  |
|  | Media, Communication and Advertising | | |  |
|  | Public Relations and Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MC2011 | | | |
| **Module Name:** | Games Culture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Marcus Leaning | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The last two decades has seen videogames emerge as a formidable social, cultural, and economic force in the global media landscape. With gaming the fastest growing leisure industry in the world, this module will provide students with a broad knowledge of the history and theory of videogames. It will introduce students to key debates and critical theories with which to approach and analyse the digital game form. We will examine long-standing debates about violence and other ethical issues surrounding videogames and examine how controllerless and gestural interfaces have enabled for the reconceptualisation of gaming as a healthy rather than sedentary activity. Key issues considered will include industry regulations and practices, the narrative traditions of videogame texts, online gaming, interactivity, the history of games, game genres and representation, the different contexts and platforms (video, computer, handheld, arcade, mobile, free-to-play) available for play the generic forms of the games as well as coverage of specific games and significant moments in the history of video and computer gaming. Students will engage in the critical examination of games as texts and the ways in which games and play have been understood. They will also gain an advanced understanding of the technological and industrial advances in game design and of the cultural, social and economic impact and value of digital game texts. | | | | |
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| **Specific to:** | Media and Communication | | |  |
|  | Media, Communication and Video Games | | |  |
|  | Music and Sound Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MC2014 | | | |
| **Module Name:** | Popular Music Culture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Justine Mortimer | | | |
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| **Module Description:** | | | | |
| In this module you will explore the field of contemporary Popular Music Studies and are encouraged to develop and engage with these in relation to your own musical interests. You will explore the cultural value of popular music, and its varying styles, as well socio-cultural contexts that have influenced, and been influenced by, popular music movements. A critical understanding of: physical and digital audiences; the contemporary musicological canon; music video; technology; popular culture; and, the music industries will inform discussion in both lectures and seminars. | | | | |
|  |  |  |  |  |
| **Specific to:** | Media, Communication and Advertising | | |  |
|  | Media, Communication and Journalism | | |  |
|  | Media and Communication | | |  |
|  | Media, Communication and Social Media | | |  |
|  | Media, Communication and Video Games | | |  |
|  | Popular Music: Production and Performance | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MC2016 | | | |
| **Module Name:** | Understanding Social Media | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Marcus Leaning | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Social media and web 2.0 software applications such as social networking tools, wikis, blogs, video sharing sites and other collaborative software available over the internet have had a considerable impact upon how people and organisations interact. Social media is often understood as a media form that enables the user production and dissemination of content. This module introduces students to the academic study of social media from within a humanities and social scientific framework. Furthermore, it will expand student’s capabilities in using social media and encourage them to recognise how social media can be used in a variety of contexts. Students will be introduced to key debates surrounding social media including the ‘long tail’, privacy, copyright, collective intelligence and the wisdom of crowds and the various business models that underpin social media. | | | | |
|  |  |  |  |  |
| **Specific to:** | Film and Media Studies | | |  |
|  | Law with Media and Communication | | |  |
|  | Media, Communication and Advertising | | |  |
|  | Media, Communication and Journalism | | |  |
|  | Media and Communication | | |  |
|  | Media, Communication and Social Media | | |  |
|  | Media, Communication and Video Games | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Musical Theatre

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| **Module Code:** | MT1903 – YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Introduction To Musical Theatre | | | |
| **Module Credits:** | 15 (PLEASE CHECK CREDIT VALUE WITH STUDY ABROAD) | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Adam Rush | | | |
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| **Module Description:** | | | | |
| The module will be presented as a series of lecture/seminars introducing key practitioners, concepts, and contexts, exploring how the history of musical theatre performance informed – and was informed by – social and cultural developments across cultures, societies, and art forms. It will encourage students to understand performance in relation to historical, cultural, social, and political contexts to inform their practical work on other modules. The module will contextualise musical theatre from a variety of broader perspectives, say gender or national identity, and will require students to consider their practical work in relation to the context(s) in which said work was written and first performed. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay – 2000 Words | | 50% |  |
| 002: | Group Presentation | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT1904 – YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Acting Foundations | | | |
| **Module Credits:** | 15 (PLEASE CHECK CREDIT VALUE WITH STUDY ABROAD) | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Matt Lockitt | | | |
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| **Module Description:** | | | | |
| This performance ‘training’ module will introduce students to a variety of foundational techniques and skills that will be assessed here, while also implemented in other modules/projects. The module will explore several different acting techniques, be it ‘mining the text’ or ‘viewpoints’, and engage with the work of key practitioners, i.e. Stanislavski. Students will work on both individual and group material to develop as both an individual actor, but also as a group – or ensemble – member. This module will provide a foundation for students by introducing, and exploring through practice, several key texts, textual approaches, practitioners, and broader approaches to acting in musical theatre. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT1905 – YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Voice In Action | | | |
| **Module Credits:** | 15 (PLEASE CHECK CREDIT VALUE WITH STUDY ABROAD) | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Victoria Luke | | | |
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| **Module Description:** | | | | |
| This module is an introduction to basic principles of vocal sound production technique from a holistic, release-based perspective. Fundamentals include: application of abdominal, thoracic, vertebral breathing patterns to sound production; techniques for the use of resonators and the cultivation of resonance; work with sustained tones; articulation of sound in the English language and alinguistic sounds. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Sight Singing/Aural Test | | 20% |  |
| 002: | Performance/Recital | | 80% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT1906 – YEAR LONG MODULE, CONTACT STUDY ABROAD | | | |
| **Module Name:** | Musical Theatre Dance 1 | | | |
| **Module Credits:** | 15 (PLEASE CHECK CREDIT VALUE WITH STUDY ABROAD) | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Chris Hutchings | | | |
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| **Module Description:** | | | | |
| The module focuses on the development of the performer by building skills, knowledge and understanding through safe dance practice. Ballet and Jazz techniques, practices and approaches will underpin the classes on the module, supported by viewing live and video dance performance. Students will explore a range of movement styles and approaches with an aim of building their physical and expressive capacity. Focus will be on strength, flexibility, alignment and coordination to enable the exploration of different dance techniques and performance styles. Students will be encouraged to integrate these approaches to develop an individual embodiment for application in choreographic contexts dancing alone and as part of an ensemble/chorus. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT1909 | | | |
| **Module Name:** | Extended Scene Study | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Adam Rush | | | |
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| **Module Description:** | | | | |
| This performance ‘project’ enables students to engage critically and creatively with a variety of musical theatre texts, styles, and genres. The module employs skills developed in other modules to empower students as both individual and ensemble performers. The module introduces students to several key musical theatre composers, librettists, directors, choreographers, and more, while also a variety of works from across different genres, contexts, and time periods (i.e. American ‘Golden Age’ musicals). The module culminates in the performance of a excerpts from several existing musicals, many of which will be contrasting in terms of style, genre, tone, compositional practice, time period, context, and so on. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT2905 YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Understanding Musical Theatre | | | |
| **Module Credits:** | 15 (CHECK CREDIT VALUE WITH STUDY ABROAD) | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Adam Rush | | | |
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| **Module Description:** | | | | |
| This theoretical module will focus on understanding the way musical theatre performance responds to and is received in the context of history, genre, form, and socio-cultural identity politics. It will introduce key theoretical concepts, including globalisation, interculturalism, adaptation, and postmodernism, plus key political developments such as identity politics (i.e. feminism or intersectionality) and theories of the body to challenge the idea that musical theatre is simply ‘entertainment’. It will be taught through lectures, seminars, and classroom discussions and tasks. The work of this module will inform the practical exploration in other modules and projects. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay - 2500 Words | | 50% |  |
| 002: | Group Presentation (Related To New Musical Theatre Project) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT2906 YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Advanced Acting Practices | | | |
| **Module Credits:** | 15 CHECK CREDIT VALUE WITH STUDY ABROAD | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Matt Lockitt | | | |
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| **Module Description:** | | | | |
| This advanced performance ‘training’ module will develop student’s existing knowledge and understanding of key acting techniques and skills for level 5 study. The module will both expand and introduce several different acting techniques, be it ‘actioning’ or ‘states of tension’, and engage with the work of key practitioners, i.e. Meisner. Students will work on both individual and group material to develop as both an individual actor, but also as a group – or ensemble – member. This module will enable students to engage with, and exploring through practice, several key texts, textual approaches, practitioners, and broader approaches to acting in musical theatre. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT2907 YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Developing The Voice | | | |
| **Module Credits:** | 15 CHECK CREDIT VALUE WITH STUDY ABROAD | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Victoria Luke | | | |
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| **Module Description:** | | | | |
| This module allows students to focus on the development of their own voices in relation to singing a range of musical theatre repertoire. Drawing on the knowledge and exploration undertaken at level 4 this module will facilitate the further development of individual student vocal potential across a range of genres and contexts, with the aim of developing the student voice capable of operating confidently across musical theatre styles. Focus will be placed on the development of technical confidence, competence and understanding in order to facilitate engagement with a range of texts and repertoires across the spectrum of vocal use. Emphasis will be placed on the development of critical thinking and analysis and the development of reflective practice. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Sight Singing / Aural Test | | 20% |  |
| 002: | Performance / Recital | | 80% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT2911 | | | |
| **Module Name:** | New Musical Theatre Production | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Adam Rush | | | |
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| **Module Description:** | | | | |
| New musical theatre works are constantly being created for professional performance, community contexts, and for other environments. In this module you will have the opportunity to perform a short musical theatre work that is new to you or that you have made a contribution to creating. This process of working on newer material will help you to understand the ways in which musical theatre functions differently for audiences than for performers, to learn about the processes of translating a work from page to stage, and to begin to understand the dramaturgies of musical theatre. This second semester module focuses on the rehearsal and small scale inhouse production of new musical theatre pieces that are at a later stage of development and the writers are ready to see how their musical plays in its entirety in front of small audiences. This module may require additional rehearsal time to effectively mount the whole show. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Rehearsal And Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | MT2912 YEAR LONG MODULE, CONTACT STUDY ABROAD FOR DETAILS | | | |
| **Module Name:** | Musical Theatre Dance 2 | | | |
| **Module Credits:** | 15 CHECK CREDIT VALUE WITH STUDY ABROAD | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Hutchings | | | |
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| **Module Description:** | | | | |
| The module focuses on the development of the dancer’s skills through their application in creative and critical reflection. Ballet, Jazz and Tap techniques, approaches and reflective practices will underpin the classes on the module at a more advanced level than level four, supported by an engagement with literature on experiential learning. Awareness of and sensitivity towards a range of approaches to studio practice and materials will prepare students to refine and demonstrate their learning. Students will integrate their physical and creative skills and comprehension in phrasing movement patterns and ideas. Student will be encouraged to develop their responsivity to working with others in ensemble practice. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Politics

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| **Module Code:** | PO1203 | | | |
| **Module Name:** | United States Politics And Society | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | William Sheward | | | |
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| **Module Description:** | | | | |
| This module examines the ideas and themes in American politics, with particular emphasis on the contemporary situation. It will incorporate key theories of political science and political philosophy, looking at such themes as separation of powers and ideas including American liberalism and American conservatism. It will also look at the contemporary policy debates in America at present, such as healthcare and the size of the government. The module should provide sufficient foundational knowledge of the American political system, not least in the context of the controversies raised during and after the 2016b Presidential election, which will aid future study, especially in other modules like Modern American Presidency and US Foreign Policy. | | | | |
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| **Specific to:** | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (1500 Words) | | 50% |  |
| 002: | Dossier (1500 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PO2402B | | | |
| **Module Name:** | The 'War On Terror', The 'Axis Of Evil' And Beyond | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Katharine Wright | | | |
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| **Module Description:** | | | | |
| This module considers the legacy of the events of 9/11 and the subsequent 'War on Terror' declared by President Bush against the so called 'Axis of Evil' from a range of perspectives in order to assess the cultural-political dimensions of this struggle which has defined the contemporary moment. Basic topics will include concepts of American imperialism, the rise of neo-conservation in the USA, reactions to 9/11 and coalition war policy and goals. Throughout the module, the concern will be with how political opinion and cultural practices seek to promote support for or encourage dissent against the 'War on Terror'. This will include an examination of the roots of 9/11, public consent and dissent in the aftermath of 9/11 and the invasion of Iraq, America's relations with allies and international organisations, the conduct of the 'War on Terror' in Afghanistan and Iraq, and the potential consequences for America and the world of the legacies of the 'War on Terror'. Finally, the legacy of these concepts and the events and tendencies at home and abroad which they have given such stimulus to will be considered, as the war on terror transitions from the Bush to the Obama Administrations. Materials studied within the module will include political manifestoes and statements of policy on the 'War on Terror', polemics, histories and journalistic accounts of the recent past, documentaries and fiction films concerned with events, and web resources, notably blogs by soldiers and dissenters. | | | | |
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| **Specific to:** | English Language Studies Single Honours | | |  |
|  | Global History and Politics | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Modern History | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3,500 Words) | 100% |  |  |
| **Availability:** |  | |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |
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| **Module Code:** | PO2409 | | | |
| **Module Name:** | Political Leadership And Communication | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Roger Cottrell | | | |
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| **Module Description:** | | | | |
| This module explores the core philosophies, theories and concepts surrounding political leadership. The module will explore a wide variety of issues – from political leadership within different national contexts through to the abstract (for instance, in election campaigns.) With leadership facing a variety of challenges – including a rise in political apathy and distrust on the part of the public – the possible future dimensions of leadership will be explored, as well as its historical context and development. Where possible, the module will seek to introduce guest lecturers who have played a direct role in public life into the teaching schedule in order to enhance students’ understanding of the complexities involved in being a leader. Above all, the module aims to equip students with the skills and abilities required for analysing, deconstructing and evaluating different types of leadership and mass communication, to examine how the two interact across a wide range of media to advance political goals. | | | | |
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| **Specific to:** | Animal Welfare and Society | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PO3601 | | | |
| **Module Name:** | Politics, Energy And The Environment | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Christine Ryan | | | |
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| **Module Description:** | | | | |
| This module examines the nexus of political power with natural resources. There are three main areas of focus in this module: food, water, and oil security. This module will first look at the access to food supplies and how it is played out politically. Is a famine a political tool, a weapon of war, or just an unforeseen tragedy? The module will then examine the issue of controlling water supplies and how this is interconnected to political control. The final natural resource examined is oil. To what extent are some nations’ access to energy supplies linked to their national security? How does the presence of oil affect a state’s domestic politics and/or international relations? The course examines the role resource politics played during the Cold War, the ‘Great Game’ of Central Asia, the desire of western powers to develop and control oil supplies, and how this relates to the war on terrorism. Furthermore, what role will China’s desire to secure oil play as it attempts to capitalise on its foreign relations in the Middle East, Africa and South America? How far will Russia’s own energy resources involve it in key areas of the world not least the Middle East? At a deeper level, are oil supplies running out? The module will examine these and other related questions. | | | | |
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| **Specific to:** | Animal Welfare and Society | | |  |
|  | Geography Named Honours | | |  |
|  | History and Politics | | |  |
|  | Politics with International Relations | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PO3605 | | | |
| **Module Name:** | Case Study In Political Philosophy: Conservatism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | William Sheward | | | |
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| **Module Description:** | | | | |
| This module examines the meanings, interpretations and applications of conservatism as political philosophy, ideology and mode of governance, from its modern incarnation in the late eighteenth century to the present day. While focusing principally on its incarnations and development in the United States and Great Britain, it will discuss case studies of conservatism in other countries and regions as a means of discussing how its western origins have developed, adapted and transmuted in contexts divorced from its origins. | | | | |
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| **Specific to:** | History and Politics | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
|  | Politics with Law | | |  |
|  | Philosophy, Politics and Economics | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PO3609 | | | |
| **Module Name:** | Liberty And Extremism In America | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | William Sheward | | | |
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| **Module Description:** | | | | |
| This module examines liberty in American life, paying particular attention to issues posed by historic tensions between the individual (or small groups that represent such rights) and the larger collective, both social and political. Case studies will examine recent issues which may include: religious groups such as the Mormons, Jehovah's Witnesses and Nation of Islam; 'hate' groups, such as the Ku Klux Klan; cults, such as at Waco; separatism, such as the militia movement; and conspiracy, for instance in malign visions of the federal government and a 'New World' Order. | | | | |
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| **Specific to:** | History and Politics | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Exam (3 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PO3612 | | | |
| **Module Name:** | Russian Foreign And Security Policy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Sean Roberts | | | |
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| **Module Description:** | | | | |
| This module examines the nature of Russian foreign and security policy by considering a range of factors that, to varying extents, determine Russia’s relations with the rest of the world. These influences include historical legacies from the Soviet and pre-Soviet periods, cultural influences, ideological influences and the role of both geo-politics and geo-economics in shaping relations with other actors in the international system. This module provides students with the tools to critically assess Russia’s (often) competing foreign and security policies with a range of actors, including the ‘West’ (the EU and US), rising powers (in particular China, Brazil, India), traditional partners (Cuba, North Korea and Syria) and states in Russia’s so-called ‘near abroad’ (former Soviet states). This module also explores Russia’s own perception of its place in a fast-changing international system, where traditional foreign and security policy concerns compete with new priorities. | | | | |
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| **Specific to:** | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Psychology

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| **Module Code:** | PS3823 | | | |
| **Module Name:** | Psychology, Crime And The Criminal Justice System | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Wendy Kneller | | | |
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| **Module Description:** | | | | |
| This module will provide students with the opportunity to study topics related to psychology, crime and the criminal justice system. Students will be introduced to a small number of key topics in the area such as theories of criminal behaviour, mental illness and crime, detection of deception, domestic abuse, and jury decision making. A number of issues relating to each key topic will be covered and relevant research critically examined. The module will draw on knowledge students gained from first and second year modules regarding cognitive, social and developmental psychology and demonstrate how these areas relate to real world issues relating to crime and the Criminal Justice System. The aim is to give students a flavour of a potential area of subsequent professional practice in Forensic Psychology. | | | | |
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| **Specific to:** | Forensic Investigative Psychology | | |  |
|  | Forensic Investigative Psychology (with Foundation Year) | | |  |
|  | Psychology and Child Development | | |  |
|  | Psychology with Criminology | | |  |
|  | Psychology with Criminology (with Foundation Year) | | |  |
|  | Psychology single honours | | |  |
|  | Psychology with Law | | |  |
|  | Psychology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (2 Essays Each Of 1200-1300 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PS3836 | | | |
| **Module Name:** | The Psychology Of Music | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | David Giles | | | |
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| **Module Description:** | | | | |
| This module introduces students to existing theories and findings that have been developed in the field of music psychology, ranging from biological and physiological responses to music to the social and cultural meanings and understandings of music. It will consider developmental aspects of the topic, both in terms of how children acquire musical skills and the role that music plays in development across the lifespan. It will also explore the ideas behind music therapy and the various benefits that have been claimed for music as a clinical tool. It will consider psychological aspects of musical performance as well as the role that (particularly recorded) music plays as a component of personal identity and social interaction. | | | | |
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| **Specific to:** | Forensic Investigative Psychology | | |  |
|  | Forensic Investigative Psychology (with Foundation Year) | | |  |
|  | Psychology and Child Development | | |  |
|  | Psychology single honours | | |  |
|  | Psychology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Exam (3 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Professional Writing

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| **Module Code:** | PW3006 | | | |
| **Module Name:** | Business Storytelling | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Vanessa Harbour | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module centres on an area of growing contemporary interest in the business world – the use of storytelling as part of establishing and furthering corporate identities. Students will first research into the various ways in which global corporations have presented themselves to the world (advertising, marketing, strategizing etc.) with a view to better understanding how writing, and in particular storytelling, has become a key element of how these corporations establish themselves. The students will then move to carrying out their own research into businesses of different sizes, so as to gain sufficient detailed knowledge to be able to start fashioning their own stories about these in an attempt to bolster, improve, or embellish their wider identities to consumers and the public at large. | | | | |
|  |  |  |  |  |
| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Advertising | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
|  | Public Relations and Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Portfolio Of Writing Related To A Chosen Business / Company / Corporation (C. 3750 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PW3501 | | | |
| **Module Name:** | Write Yourself Well: Creative Writing As Therapy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Judy Waite | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The benefits of writing for health and wellbeing have long been recognised. In an age where wellbeing is causing major concerns both nationally and internationally, writing is a free resource accessible by anyone – the module explores how to apply it professionally and use it to guide and support others in most need. This module has its focus on the value of the engagement with process in a variety of forms. Students will explore a range of activities that link writing with beneficial outcomes and will additionally reflect on their own writing practices and ways they themselves benefit from, and through, writing. Students will be made aware of specific groups within the community that have been seen to benefit from reflective writing as therapy. The module will be suited for those who hope to train in counselling, or to use CW as therapy as a continuing professional development. | | | | |
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| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay On A Writing Therapy Approach (2,750W) Supported By A Spoken/Recorded Reflection On One Other Additional Approach | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | PW3502 | | | |
| **Module Name:** | The Critical Path To Print Publication | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Judith Heneghan | | | |
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| **Module Description:** | | | | |
| ‘The critical path’ is a term in project management describing a prescribed sequence of tasks that are essential to the orderly delivery of a project on schedule and as intended. Print book publishing has its own critical paths, and the module will instruct students in this key field of professional knowledge. It will be done via a case-study approach to the life of a published book or books, typically taught by the author of the work(s) in question, introducing students to all the critical phases of print publishing: e.g. approaching an agent for representation, submitting to editors at publishing houses, the anatomy of the UK publishing industry, contracting works and the sale of rights, the role of the editor, principles of cover design, the marketing and publicising of books and their authors, the pros and cons of authorial online presence, the importance today of literary live events and festivals, etc. | | | | |
|  |  |  |  |  |
| **Specific to:** | Creative and Professional Writing | | |  |
|  | Creative Writing and Drama | | |  |
|  | Creative Writing and English Literature | | |  |
|  | Creative Writing | | |  |
|  | Drama with Creative Writing | | |  |
|  | English Literature with Creative Writing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio Of C.3750 Words Comprising A Selection From An Optional Menu Of Documents | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Philosophy, Religion and Ethics

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| **Module Code:** | RT1507 | | | |
| **Module Name:** | Introduction To Political Philosophy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Marika Rose | | | |
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| **Module Description:** | | | | |
| This module introduces significant themes, theoretical perspectives and concepts in political philosophy, and aims to develop an initial understanding of the methodologies and practices of the discipline of political philosophy where it comes into contact with related subject areas such as international relations, economics, the environment and religion. This module examines the philosophical underpinnings of differing systems of government by looking at ideologies such as liberalism, conservatism, communism and socialism that originated in the Western world and comparing and contrasting systems of government elsewhere in the world where such beliefs have been used, adapted or rejected. | | | | |
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| **Specific to:** | Philosophy, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | RT1508 | | | |
| **Module Name:** | Living Religions: Hinduism And Buddhism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Bihani Sarkar | | | |
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| **Module Description:** | | | | |
| This module introduces students to the scholarly study of Hindu and Buddhist traditions. It starts off with an exploration of key issues in the study of religion, such as different ways of thinking about religion, definitional issues, and differences in outsider and insider approaches. These will be elaborated in relation to the study of Hinduism and Buddhism. The module will then introduce students to a small selection of key themes in Hinduism and Buddhism which will enable some measure of comparison and contrast between Hindu and Buddhist perspectives and practices. Students will also be taught to differentiate between different types of sources, between description and analysis, and between the general and the particular, in the study of religions. | | | | |
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| **Specific to:** | Philosophy, Religion and Ethics | | |  |
|  | Theology, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Website | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | RT1511 | | | |
| **Module Name:** | God, Soul And World In Early Modern Thought | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Timothy Secret | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The Early-Modern period: a time when parts of Classical thought were being rejected while others were being rediscovered. We will look at how a renewed focus on epistemology along with developments in the natural sciences led to a new confidence in the power of reason against superstition and illusion. To develop our skills and knowledge of the diverging rationalist and empiricist traditions that succeeded medieval scholasticism, we will focus in particular on the conceptual accounts and proofs of the existence of God, Soul and World that developed in the succession of debates sparked by Descartes. By investigating their proofs for the existence of God, the immortal soul and the reality of the external world, their explanations for the existence of evil and their accounts of freedom, we will learn to analyse texts carefully and form persuasive arguments with and against them. | | | | |
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| **Specific to:** | Philosophy, Politics and Economics | | |  |
|  | Philosophy, Religion and Ethics | | |  |
|  | Theology, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Website (2,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | RT1802 | | | |
| **Module Name:** | Epistemology: What Can We Know? | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Gabriel Martin | | | |
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| **Module Description:** | | | | |
| Epistemology is the study of knowledge. We will address questions such as what does it mean to really know something, how do we know it and are there different kinds of knowledge. This will also allow us to look further at logic, method and argument, as we investigate the underlying methodologies at play in physical sciences, social sciences and the humanities. We will pay attention to questions surrounding perception and illusion, whether there is innate knowledge and problems surrounding induction. We will also look at classical, modern and contemporary forms of scepticism and how these challenging discourses have contributed to the advance of philosophy. | | | | |
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| **Specific to:** | Philosophy | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | RT2540 | | | |
| **Module Name:** | Nietzsche, Freud And Atheism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Timothy Secret | | | |
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| **Module Description:** | | | | |
| This module will track the unfolding of atheist thought from ancient atomism to the contemporary New Atheist movement. However, it will focus particularly on two influential atheist thinkers whose thought mark the cusp of the Twentieth Century – Friedrich Nietzsche and Sigmund Freud. Their controversial methods of genealogical analysis and psychoanalysis exist in a critical relationship to western society, its values and the philosophical tradition, diagnosing forms of sickness at the heart of many of our most cherished institutions. It is for this that they earned the title “masters of suspicion”, but what characterises such suspicious discourses? We will turn in particular to the suggestion that traditional notions of truth and falseness might be replaced in philosophy by a vocabulary of health and sickness. | | | | |
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| **Specific to:** | Philosophy | | |  |
|  | Philosophy, Politics and Economics | | |  |
|  | Philosophy, Religion and Ethics | | |  |
|  | Theology | | |  |
|  | Theology, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (3,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | RT2544 | | | |
| **Module Name:** | Hegel, Marx And Dialectical Thought | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Marika Rose | | | |
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| **Module Description:** | | | | |
| With the publication of Phenomenology of Spirit in 1807, Hegel offered the world a radically different image of what was truly at stake in the historical development of philosophical thought, politics, art and religion through enacting a fundamental break with the system of logic first defined by Aristotle. The new understanding of history and progress that dialectical thought offered might seem arcane and mysterious, yet it proved itself incredibly powerful in offering new ways of seeing what was going on in our culture. Perhaps the most famous inheritor of Hegel’s method was Karl Marx, who claimed to be turning the dialectical method on its head with his materialist account of the inevitable coming of communism. In this module we will investigate how dialectical thought works, paying particular attention to those thinkers who have used it to understand political and economic development. | | | | |
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| **Specific to:** | Philosophy | | |  |
|  | Philosophy, Politics and Economics | | |  |
|  | Philosophy, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | RT3531 | | | |
| **Module Name:** | Contemporary Philosophy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Timothy Secret | | | |
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| **Module Description:** | | | | |
| In this module students will engage in detail with a particular philosopher whose major works date from the late-Twentieth Century onwards or with a philosophical theme that is discussed in contemporary philosophy. This module will be research-led, with the tutor presenting a thinker or theme that they themselves are currently or recently engaged in researching. Students will be expected to engage with the tutor’s research work alongside other material over the course of the module. Examples of recent versions of this module include looking at Foucault’s History of Madness in relation to debates surrounding anti-psychiatry or looking at the gaze in contemporary cinema using the works of Derrida and Lacan. | | | | |
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| **Specific to:** | Philosophy | | |  |
|  | Philosophy, Politics and Economics | | |  |
|  | Philosophy, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Sociology

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| **Module Code:** | SO1901 | | | |
| **Module Name:** | Identity, Equality & Diversity | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Ulrike Ziemer | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module is designed to help you engage with concepts of identity, equality and diversity, which are terms often used within contemporary society. Using different settings and examples the module aims to explore the key issues of diversity matter? This module will explore the subject from a range of theoretical perspectives. The module will also tackle the issue of rights and responsibilities, and confidentiality of information. | | | | |
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| **Specific to:** | Criminology and Sociology | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (2,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO1911 | | | |
| **Module Name:** | The Family And Intimate Relationships | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | David Bown | | | |
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| **Module Description:** | | | | |
| This module explores the nature of family membership and how this has changed over time. It will examine what families actually do, focusing on emotional intimacy, caring and economic exchange. We will look at the trends in marriage, cohabitation and divorce since the 1970s. You will explore the nature and extent of inequality within families. In addition, we will explore the dark side of the family, looking at domestic abuse, forced marriages and ‘honour’ killings. | | | | |
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| **Specific to:** | Criminology and Sociology | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO1912 | | | |
| **Module Name:** | Health Inequalities | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Clive Tobutt | | | |
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| **Module Description:** | | | | |
| Health is an important aspect of an individual as well as a society as a whole. In this module, you will gain an insight into the concepts of health and illness, but also learn about the social aspects of health inequality. Despite the advent of globalisation that has seen improvements in social and economic conditions, there is still an unequal pattern of ill health (including mental health) in the UK and across the globe. You will also examine the theoretical theories to help explain the existence of health inequality (artefact, natural and social selection, material/structural and cultural explanations) as well as how medicine constructs illness categories. In addition, you will become familiar with healthcare systems and issues to do with accessing them both in the UK and from a global perspective. | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Poster | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO1913 | | | |
| **Module Name:** | Consumption, Culture And Fashion | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Rose Holyoak | | | |
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| **Module Description:** | | | | |
| In this module, you will learn about a range of different sociological perspectives on the origins and development of consumption as a significant area of social and cultural life. You will learn about how consumption, fashion and culture are used in the production of social identities in relation to age, class, gender, race and sexuality, and in turn, how these social identities influence cultural practices of consumption and fashion. You will critically assess the degree of ‘free choice’ that consumerism offers individual men and women in their everyday lives, and learn to critically reflect on your own consumption practices. | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment (2,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO2913 | | | |
| **Module Name:** | Religion And Spirituality In Contemporary Society | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | David Bown | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides you with an introduction to the Sociology of religion. It studies religion within a social context and its contribution, positively or otherwise, to society. You will gain an insight and understanding into some of the main religions in the world, examining their role and significance globally. Also, you will investigate and appreciate the effects on societies, groups and individuals of people holding certain religious beliefs. Religion can shape a society, but it can also itself be shaped by society. You will explore theories of religion and engage in the debate on secularization. In addition, you will become familiar with religion in a global context, looking in particular at issues such as fundamentalism. | | | | |
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| **Specific to:** | Anthropology | | |  |
|  | Criminology and Sociology | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Presentation (15 Minutes) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO2915 | | | |
| **Module Name:** | Understanding Urban And Rural Societies | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Tim Hall | | | |
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| **Module Description:** | | | | |
| The module will provide a critical understanding of processes of urbanisation and their relationships with rural societies at a planetary scale. The module will explore the histories of urban and rural development since the late nineteenth century until the present day and will trace trajectories of future development. The module will consider the nature of urban and rural settlements and societies, the challenges they face and multiple future scenarios. Theoretically the module offers an eclectic reading of these processes and their sites. It will draw upon classical Sociology, considering its enduring relevance, and contrast this with contemporary multidisciplinary readings of diverse global urban and rural spaces. | | | | |
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| **Specific to:** | Anthropology | | |  |
|  | Criminology and Sociology | | |  |
|  | Geography Named Honours | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Project (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO2918 | | | |
| **Module Name:** | Age And Social Change | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ulrike Ziemer | | | |
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| **Module Description:** | | | | |
| This module will provide an overview of the major issues of aging in society. In this module, we will discuss age as a social division, understanding age as a social construct and the implications of ageing populations. The main aim of this module is to understand human aging in a broad context including the intersections of race, ethnicity, gender, socioeconomic status, culture, and other factors as they impact the life course and the aging experience. This module will give you an insight into the different life stages and inequalities that come with them, starting with the study of youth. The module takes an interdisciplinary approach and will cover the process of ageing in contemporary societies in global, national and local contexts. | | | | |
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| **Specific to:** | Criminology and Sociology | | |  |
|  | Liberal Arts and Sociology | | |  |
|  | Sociology | | |  |
|  | Sociology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Exam (Open-Book) (24 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO3908 | | | |
| **Module Name:** | Globalisation, Beauty And The Media | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Rose Holyoak | | | |
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| **Module Description:** | | | | |
| This module takes an interdisciplinary approach drawing insights from Sociology, feminist, media and race studies to provide a critical and contextual understanding of the global beauty industry across both time and geography. Beauty cultures integrate local and transnational characteristics derived from fashion, media, popular culture and advertising and thus, studying beauty, allows us to examine the interconnections of macro-structures such as patriarchy, colonialism, capitalism, and globalization shaping women’s (and increasingly men’s) everyday consumption practices. This module explores the role of beauty standards and norms as a major source of gendered social division and aims to show the significance of beauty inequality and disadvantages in the reproduction of structural inequalities and exclusions. It also examines the ways in which beauty and femininity inform ideas of national identity and consumer citizenship and how they intersect with other aspects of identity such as race, ethnicity, sexuality and class. The global circulation of Eurocentric beauty is examined in societies (U.K, U.S.A, India, China, Nigeria and Brazil) around the world to analyse the impact of colonialism and globalization. We will also investigate the role of feminist social movements in posing a series of challenges to dominant global Eurocentric beauty ideal beginning with the Second-Wave Feminist protests of 1968 at the Miss American beauty pageant, to the 1960s Civil Rights and Black Power racial pride movement “Black is Beautiful,” and the recent Indian feminist social media campaign, “Dark is Beautiful.” We will engage contemporary debates related to beauty on issues of sexism, racism, colourism, classism, internalized racism and misogyny, beauty as pleasure and empowering, gendered nationalism, and neoliberal consumer feminism | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Article [3,000 Words] | | 80% |  |
| 002: | Individual Collage Poster Presentation | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO3909 | | | |
| **Module Name:** | Substance Use And Misuse | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ritsuko Ozaki | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module explores the use and misuse of tobacco, alcohol, illegal drugs and other substances from diverse sociological, cultural, criminological, medical and policy perspectives. You will critically examine statistical and other evidence on the prevalence of and trends in use of different substances including new psychoactive substances (‘legal highs’). You will engage with different theoretical models and debates related to substance use, dependency/addiction, education, treatment (e.g. counselling, abstention, harm reduction, decriminalisation) and social control. You will explore evidence for the negative consequences of substance use for individuals and societies, on a national and global scale. You will also consider the social meaning of alcohol, drugs and other substances and their consumption as part of recreational ‘lifestyle’ choices linked to rave and club culture and other leisure activities. We will conclude the module by discussing the methodological challenges involved in researching substance use and misuse and identifying areas for future research. | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Seen Examination | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SO3917 | | | |
| **Module Name:** | Conflict And Humanitarian Crises | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ulrike Ziemer | | | |
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| **Module Description:** | | | | |
| This module critically explores the changing nature of war and armed conflicts in a global era. You will gain an insight into the social significance of war, looking into its impact from an economic, political, and social perspective. In addition, this module seeks to analyse, explore and account for varying institutional responses to crises and disasters. Through series of empirical examples drawn from specific real world crises and armed conflicts, you will become familiar with why and how nations become involved in armed conflict, looking at conflict from both an interstate and intrastate perspective. You will also consider the conditions that deter conflict, such as the peace process and international crisis management. | | | | |
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| **Specific to:** | Criminology and Sociology | | |  |
|  | Liberal Arts and Sociology | | |  |
|  | Sociology | | |  |
|  | Sociology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

# Sport Exercise

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| **Module Code:** | SP1516 | | | |
| **Module Name:** | Exercise Psychology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Eric Anderson | | | |
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| **Module Description:** | | | | |
| This module will introduce students to thinking psychologically about physical activity and exercise participation. It will explore some of the key psychological theories and concepts that impact experiences with regards to physical activity and exercise. These might include how physical activity and exercise can improve our psychological well-being and mental health, or how social and environmental factors might support active travel. Students will also begin to discuss key readings related to some of the central concepts and thus develop their understanding. | | | | |
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| **Specific to:** | Sport and Exercise Psychology | | |  |
|  | Sport and Exercise Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1517 | | | |
| **Module Name:** | Sport Coaching 2 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Richard Cheetham | | | |
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| **Module Description:** | | | | |
| The module aims to expose students to a variety of influences that affect the coaching profession. It starts from the perspective that quality coaching is informed by a multitude of disciplines, as well as formal and informal learning sources, all of which inter-relate. As such – the coach’s skill must be in recognising the value of each of these disciplines to their everyday practice. The actual coaching process – which is a key concept in the academic understanding of the role of the coach – forms the ‘anchor’ that places the module in context, and from there students will be expected to explore a variety of information sources. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport and Exercise Psychology | | |  |
|  | Sport Coaching and Psychology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1518 | | | |
| **Module Name:** | Esport | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Andy Stevens | | | |
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| **Module Description:** | | | | |
| Since the term eSport was added to the dictionary in 2015, the competitive video game industry has rapidly expanded and is expected to be worth over US$1 billion in 2019. Globally, more and more viewers are watching eSport, and a growing number of teams are now providing opportunities for professional players. Given the prominence of the industry, an understanding of the impact of eSport (including the impacts on participants) is important for those working in the wider sport industry. | | | | |
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| **Specific to:** | Sport and Exercise Psychology | | |  |
|  | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1519 | | | |
| **Module Name:** | Human Physiology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Helen Ryan-Stewart | | | |
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| **Module Description:** | | | | |
| This module intends to give students a basic yet broad grounding in key physiological systems that underpin sport and exercise performance. Students undertaking this module will extend their basic knowledge of physiology and will gain the foundation of knowledge required for sport and exercise physiology-based modules at levels five and six. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1520 | | | |
| **Module Name:** | Initial Athlete Assessment | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Chris Ford | | | |
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| **Module Description:** | | | | |
| This module will develop the examination skills required to understand the requirements of sports in order to make training specific to the sport. Students will learn how to use and interpret literature to better understand sports and break them down into different trainable components. They will start to develop an understanding of how to use testing and monitoring to compare athletes to the physical requirements of the sport. Students will also be able to perform a needs analysis on athletes assessing their strengths and weaknesses in relation to their sport. The other aspect of the module will be with session design. Here, students will learn to use Excel to create training session templates as well as the fundamental aspects of training theory. Students will also be able to create sessions for athletes to help address their areas of improvement directly related to their sport. | | | | |
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| **Specific to:** | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1521 | | | |
| **Module Name:** | Plyometric Agility And Speed | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Chris Ford | | | |
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| **Module Description:** | | | | |
| This module will develop understanding of speed and agility training with an emphasis on practical coaching. Students will gain first-hand coaching experience with a variety of different speed and agility exercises/drills, while also developing the understanding necessary to create speed or agility sessions with appropriate warm-ups. In addition, students will explore the use and efficacy of a variety of exercises in different settings and within the context of multiple sports. All exercises and coaching will be based on the UKSCA competency documents, preparing students for assessment. | | | | |
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| **Specific to:** | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Practical Skills Assessment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1522 | | | |
| **Module Name:** | Coaching Practice 2 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Richard Cheetham | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module reflects the dynamic nature of the sports coaching field. It is designed around an awareness that - especially in performance sport - to stand still is to regress, and as such it seeks to explore the edges of the coaching profession. There are instances where coaching has been refreshed, where new ideas have been tried, new technologies have been tested and the profession has been expanded. It is designed to deliver contemporary National Governing Body award and continuing professional development courses that are essential in enhancing placement and employability opportunities. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport Coaching and Psychology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Practical Skills Assessment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1523 | | | |
| **Module Name:** | Sport Geography | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Jason Tuck | | | |
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| **Module Description:** | | | | |
| Sport is a geographic phenomenon and 'space' and 'place' are concepts central to sport. The physical and environments and landscapes that sport occupy influence the sporting experience and shape practices while sport exerts influence on many landscapes. This module explores the interconnectedness of sport and geography, looking at aspects such as stadium design, the sporting landscape and the influence of sport on urban design. | | | | |
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| **Specific to:** | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP1524 | | | |
| **Module Name:** | Laboratory Techniques | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Chris Whittle | | | |
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| **Module Description:** | | | | |
| This module aims to provide students with the essential laboratory skills and knowledge associated with physiological and biomechanical testing in sport, exercise and health settings. A particular emphasis will be placed on practical skills and the awareness of the importance of valid and reliable measurement techniques. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Practical Skills Assessment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2512 | | | |
| **Module Name:** | Sport Psychology For Coaches | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Steve Smith | | | |
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| **Module Description:** | | | | |
| This module will take an evidence-based approach to the use of psychology by sports coaches, with a particular focus on helping coaches to understand theories of motivation (e.g., Self-Determination Theory) and how they might help their athletes to learn mental skills (e.g., relaxation) and life skills (e.g., assertiveness). | | | | |
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| **Specific to:** | Sport Psychology and Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Set Exercises | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2517 | | | |
| **Module Name:** | Developing Effective Relationships | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Dan Martin | | | |
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| **Module Description:** | | | | |
| The aim of this module is to enable the student to develop the skills and theoretical knowledge required of a practitioner within the domain of sport and exercise. Building on a strong theoretical foundation, students will examine a range of factors and the potential impact of each upon the approach adopted by the consultant. A core focus of the module will be to introduce students to core communication skills and how they can use these skills to build more effective professional working relationships. Crucially, students will develop the ability to communicate with clients regardless of age, intellect or social group. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport and Exercise Psychology | | |  |
|  | Sport Psychology and Coaching | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 60% |  |
| 002: | Practical Skills Test | | 40% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2519 | | | |
| **Module Name:** | Designing Exercise Interventions | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | John Batten | | | |
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| **Module Description:** | | | | |
| This module will examine those psychological factors that affect physical activity and exercise behaviour. Specifically, this module will use theories and behavioural models to examine the possible barriers related to the adoption and maintenance of a physically active lifestyle in an environment where sedentary living is becoming ever more prevalent. The psychological processes that underpin the physical activity and exercise motivation literature will then be used to appraise the specific intervention programmes that practitioners may undertake. | | | | |
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| **Specific to:** | Sport and Exercise Psychology | | |  |
|  | Sport and Exercise Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 30% |  |
| 002: | Oral Presentation | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2520 | | | |
| **Module Name:** | Physiological Assessment For Sport | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Helen Ryan-Stewart | | | |
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| **Module Description:** | | | | |
| This module aims to provide students with the skills and knowledge required to perform laboratory and field physiological testing on a variety of athletes. It will focus specifically on the broader aspects of fitness by examining components of body composition, cardiovascular responses to exercise, pulmonary responses to exercise and anaerobic fitness. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Set Exercises | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2522 | | | |
| **Module Name:** | Clinical Physiology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Helen Ryan-Stewart | | | |
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| **Module Description:** | | | | |
| This module aims to provide students with the knowledge that underpins the effect of various clinical diagnoses on the physiology of the human body. It will focus specifically on clinical diagnoses associated with the cardiovascular and cerebrovascular system, neurological conditions, diabetes and obesity. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2523 | | | |
| **Module Name:** | Applied Biomechanics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | David Jessop | | | |
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| **Module Description:** | | | | |
| This module aims to extend students’ knowledge into the application of biomechanical assessment in sport and exercise activities. There will be an emphasis on the evaluation of technique through the practical assessment of movement. Allied to this, students will develop additional proficiencies related to the use of biomechanical laboratory equipment and the collection, collation, analysis and presentation of data. The biomechanical principles underpinning performance in a range of sport and exercise settings will be considered, compared, contrasted and evaluated and particular attention will be paid to the academic skills needed to succeed within an applied biomechanics research setting. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Assessment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 23/24 | S2 |  |  |

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| **Module Code:** | SP2524 | | | |
| **Module Name:** | Periodisation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Ford | | | |
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| **Module Description:** | | | | |
| This module will evaluate the different periodisation strategies at a micro-, meso- and macro- level. Students will use previous knowledge of training session design and needs analyses to construct appropriate training programmes for longer term training. They will manage fatigue throughout a training week and longer blocks of training. Students will also evaluate the use of different strategies, including block, undulating, etc. In addition, students will further their Excel skills, creating annual cycle templates to easily record training and convey this to athletes, coaches, etc. Students will also need to progress their understanding of training and ability to explain the plan through the justification of their programmes. | | | | |
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| **Specific to:** | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP2525 | | | |
| **Module Name:** | Sport For Development | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jason Tuck | | | |
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| **Module Description:** | | | | |
| This module analyses the area of sport for development, providing students with the ability to understand the key requirements for a successful initiative. Sport can be used as a tool for positive social, cultural, health and economic change within a variety of disadvantaged communities. Sport for deveopment has gained increasing recognition from both academics and practitioners around the world and aims to engage people from disadvantaged communities with sport projects with the aim of meeting wider development objectives. This module examines the role of sport and considers the challenges faced by organisations looking to use sport as a vehicle to drive change. | | | | |
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| **Specific to:** | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP2526 | | | |
| **Module Name:** | Biomechanical Assessment | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Whittle | | | |
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| **Module Description:** | | | | |
| This module will outline the rationale and importance of biomechanical testing. Students will address the advantages and disadvantages of several specific laboratory and field-based tests, as well as learning the skills to carry out these tests themselves. There will be an emphasis on the interpretation of data and results and the ways in which this can be fed back to athletes and clients. Students will also critically examine how specific types of training may influence these parameters from a biomechanical interpretation perspective. | | | | |
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| **Specific to:** | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP2527 | | | |
| **Module Name:** | Sport History | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jason Tuck | | | |
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| **Module Description:** | | | | |
| This module seeks to focus on the history of sport as a specialised academic discipline. The development of the historical imagination is facilitated here by analysing sport through a range of historical and historiographical evidence, methods and practices. This is designed to develop a contextual knowledge of the historical development of modern sport that will enable links to be made between the different forms, meanings and purposes of sport and the periods and places in which they have occurred. The inter-relationships between sport in the past and sport in the present are examined in terms of continuities and changes. | | | | |
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| **Specific to:** | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP3507 | | | |
| **Module Name:** | Strategic Sport Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Andy Stevens | | | |
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| **Module Description:** | | | | |
| Strategy explains how organisations generate and sustain performance through the management of resources in a changing competitive environment. In sport, there are numerous examples of sport organisations that have implemented successful strategies, as well as organisations that have experienced failure. This module critically examines models to facilitate the analysis, planning, implementation and evaluation of corporate, business and operational strategy. It also critically examines leadership and organisational culture in the sport industry. | | | | |
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| **Specific to:** | Sports Business and Marketing | | |  |
|  | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
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| **Module Code:** | SP3508 | | | |
| **Module Name:** | Youth Training | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Ford | | | |
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| **Module Description:** | | | | |
| This module will develop the comprehensive understanding necessary to train youth athletes. Specifically, students will critically examine current long-term athlete development models for a range of ages and sports. They will learn how to track maturation and critically review the literature using this to help structure training. Students will also develop a comprehensive understanding of the maturation process and how this effects movement competency, injury occurrence and performance with a particular focus on female growth and knee control. | | | | |
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| **Specific to:** | Strength, Conditioning and Fitness | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
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| **Module Code:** | SP3514 | | | |
| **Module Name:** | Psychology In Context | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Tim Holder | | | |
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| **Module Description:** | | | | |
| This module will critically examine the variety of environments where psychological knowledge related to performance can be examined and practice evaluated. The opportunities to understand the scope of contexts will aid the students in developing their critical understanding of the possibilities in the field of sport, exercise and performance psychology. | | | | |
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| **Specific to:** | Sport and Exercise Psychology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP3515 | | | |
| **Module Name:** | Clinical Exercise Prescription | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Helen Ryan-Stewart | | | |
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| **Module Description:** | | | | |
| This module aims to provide students with the knowledge that underpins clinical exercise prescription for a range of clinical population groups. It will focus specifically on health screening and the prescription and interpretation of clinical testing assessments. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP3516 | | | |
| **Module Name:** | High Performance Biomechanics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Whittle | | | |
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| **Module Description:** | | | | |
| This module will critically evaluate contemporary methods of biomechanical assessment used with high performance athletes. Students will also be encouraged to investigate the unique challenges that come with working in a high-performance environment and be critical of the role that biomechanics can play in supporting elite athletes in a professional, results driven environment. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP3518 | | | |
| **Module Name:** | Critical Issues In Sport Coaching | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Richard Cheetham | | | |
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| **Module Description:** | | | | |
| This module will take a multi-, inter- and cross-disciplinary approach to identifying and dealing with critical, contemporary issues in sport coaching. There will be a heavy emphasis on coaching philosophy, evidence-based practice, and professionalism. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport Psychology and Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP3520 | | | |
| **Module Name:** | Strength And Conditioning Coaching | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Steve Smith | | | |
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| **Module Description:** | | | | |
| This module takes an evidence-based and critical approach to strength and conditioning coaching, with a specialist focus on teaching students a practical and theoretical understanding of weightlifting skills (i.e., clean, jerk, snatch, as well as weightlifting assistance exercises such as the front squat). | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport Psychology and Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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