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| **Module Code:** | AC1001 | | | |
| **Module Name:** | Introduction To Archaeology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Paul Everill | | | |
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| **Module Description:** | | | | |
| This module forms an introduction to the principles and methods upon which the study of archaeology is based and explores a history of the development of the discipline. No prior knowledge of the subject is assumed or expected. The philosophical distinctiveness of the subject is outlined, and the various sub-divisions within archaeology (e.g. environmental archaeology, experimental archaeology) are examined. This leads on to an assessment of the methods of establishing chronological sequences in archaeology, and an overview of the methods to be examined in more detail in later modules. These thematic lectures are buttressed by the use of sessions looking at case studies of recent research projects within the Department in order to help draw together and assist understanding of the key themes | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC1901 | | | |
| **Module Name:** | World Prehistory | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Nick Thorpe | | | |
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| **Module Description:** | | | | |
| This module provides as introduction to the development of humans from hominid origins to the development of written forms of communication. Therefore, although the module has a single chronological starting point (c 7.5 my BP), it has a variable end point depending upon the part of the world under discussion. The module addresses the main stages of human evolution and development, starting with the separation from the Hominidae (the human family) from the Pongidae (the apes), the transition from Australopithecines to Homo and eventually to modern humans, and covering the origins and development of crucial human processes such technology, social systems, art, farming and urbanisation. The significance of the independent invention of key developments (such as agriculture) in different parts of the world will be stressed. By these means, the student will gain a greater awareness of the main sequences of human development on a world scale, be able to better appreciate the ‘time lines’ of the prehistoric periods and will understand how the prehistory of the British Isles is a connected sub-set of that of both continental Europe and the world as a whole. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Exam (2 Hours) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC1902 | | | |
| **Module Name:** | Introduction To Archaeological Science | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Keith Wilkinson | | | |
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| **Module Description:** | | | | |
| The Archaeological Science Project module is an opportunity for students to work on a coherent collection of samples and/or undertake a small scale field project using archaeological science approaches/techniques. As such the module is ideal preparation for the Level 6 final year project in that it enables students to get a taste of working independently and communicating a piece of original research. The module is also an opportunity to become familiar with standard laboratory practice and consider how scientific data are conventionally reported. Hence the module commences with a series of seminars in which possible projects are introduced, laboratory practice is examined and the reporting of archaeological science data reviewed. Students then choose the project they wish to carry out (they may either pick one of those devised by staff or formulate their own) and spend the rest of the module time undertaking the necessary laboratory/field work and producing the report. Students will meet with staff on at least a bi-weekly basis to discuss their progress and to talk through any problems they might have encountered. Students may choose to undertake their project alone or in pairs, but whichever approach is chosen they must produce an individual written product. Text will be expected to take the form of either a technical report or a journal paper. | | | | |
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| **Specific to:** | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC1908 | | | |
| **Module Name:** | Study Skills And Research Methods | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Keith Wilkinson | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to instil in students the key academic skills required to research, structure and write academic assignments and/or to present data verbally and via posters. As such the module considers means by which students can get the most from classes via note taking and follow-up reading. Assignment structure and how this differs by type is considered, while approaches to research using traditional written (i.e. academic books and journal papers) and internet sources are also outlined and evaluated. The requirements of and techniques for writing essays, reports and other written assignments are reviewed, and citation and bibliographic skills are developed in practical classes. The importance of illustrations and the use of such media in written assignments, presentations and posters is evaluated, while students’ abilities to present (verbally and in posters) are enhanced in workshops. The final part of the module considers the application of Personal Development Planning (PDP) and Continuing Professional Development (CPD) as means of enabling students to plan and record the skills and experience that they acquire during their studies. | | | | |
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| **Specific to:** | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC2050 | | | |
| **Module Name:** | The Greek World | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Katy Soar | | | |
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| **Module Description:** | | | | |
| This period study runs from the Minoan and Mycenaean cultures of the Aegean Late Bronze Age and the subsequent collapse of many aspects of material culture (‘The Dark Age’), through the gradual redevelopment of the city states during the Archaic period and the height of their power in the Classical period. The study concludes with the cultural changes in the Hellenistic kingdoms, the legacy of the redrawn map of the Greek world following the military conquests of Alexander the Great. The overall structure of the module is broadly chronological with themed topics of relevance (including social structure, city planning and public buildings, burial, trade, warfare, gender roles, slavery, religion, mythology and art), in which the student will examine both archaeological evidence and secondary literature to enhance their understanding of Greek culture. There will be a class visit to the British Museum to examine Greek material culture. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation (Equivalent 3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC2929 | | | |
| **Module Name:** | Period Study: An Introduction To The Archaeology Of Roman And Medieval Britain | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Simon Roffey | | | |
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| **Module Description:** | | | | |
| This module will provide a broad introduction to the archaeology of Roman and medieval Britain in the period c AD 50-1200. Overall, it will consider the discipline of archaeology with reference to the material evidence of the Roman and medieval period, including standing buildings, landscapes, buried remains, art and artefacts. Current issues, thematic and theoretical approaches and case-studies will comprise a central element of the module. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Anthropology and Archaeology | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC3918 | | | |
| **Module Name:** | The Archaeology Of Medieval Religion And Belief | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Simon Roffey | | | |
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| **Module Description:** | | | | |
| This module will examine religious, mystical and eschatological practice and belief in medieval Britain. Through a consideration of historical and material culture, including architecture and religious art, it will examine aspects of medieval spirituality including early Christianity, lay devotional practice, pilgrimage and the cult of saints, medieval mysticism, icons and images, devotional literature, monastic spirituality, magic, death and burial, chantries and hermits and anchorites. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC3919 | | | |
| **Module Name:** | Battlefield Archaeology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Phil Marter | | | |
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| **Module Description:** | | | | |
| This module will examine how the developing field of battlefield archaeology can play an important part in the expression of past and contemporary national, regional and ethnic cultural identity. It will explore current theoretical approaches to the subject and highlight modern fieldwork methodologies used to explore battlefield landscapes. The subject will be introduced through a series of lectures that focus on approaches to battlefield archaeology and then important themes developed more fully through visits to and fieldwork at a historic battlefield. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Poster Presentation (3500 Word Equivalent) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | AC3926 | | | |
| **Module Name:** | Public Archaeology And Careers | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Paul Everill | | | |
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| **Module Description:** | | | | |
| This module partially integrates two themes: the means and approaches by which the cultural past is considered at different political levels and the career (or further study) that a student will follow once they have graduated. The first part of the module considers global organisation and protection of cultural heritage, i.e. through UNESCO, while considering a number of case studies where such an approach has been successful and unsuccessful. Cultural heritage law and practice are then considered in a number on non-UK jurisdictions (e.g. USA, France and Germany), to provide an indication of varied practice. Focus is thereafter on the UK, and detailed coverage is given to UK cultural heritage law (Ancient Monuments and Archaeological Areas Act 1979 and the Treasure Act 1996) and guidance (National Planning Policy Framework 2012 revised 2019), before attention is turned to the parties who implement the system (‘curators’ in planning authorities, planning consultants, commercial archaeological units and museums). Evaluating the latter also provides the opportunity to introduce students to careers in the cultural resource management ‘industry’ and further study that would enhance such career possibilities. The careers theme is continued in the second part of the module in which students reflect on the knowledge and skills they have obtained (qualification and memberships too in the case of some students), their aspirations and thus career and further study options. Attention is then turned to applying for jobs and courses of further study, by considering best practice in completing application forms, writing cover ‘letters’ and curricula vitae. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Anthropology and Archaeology | | |  |
|  | Archaeological Practice with Professional Placement | | |  |
|  | Archaeology Named Honours | | |  |
|  | Archaeological Practice | | |  |
|  | History and Archaeology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Briefing Document (2500 Words) | | 50% |  |
| 002: | Career/Postgraduate Application ‘Pack’ (1250 Word Equivalent) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ANT1000 | | | |
| **Module Name:** | Introduction To Social Anthropology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Lisa Bernasek | | | |
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| **Module Description:** | | | | |
| This module forms an introduction to the principles and methods upon which the study of social, or cultural, anthropology is based. No prior knowledge of the subject is assumed or expected. The philosophical distinctiveness of the subject in relation to other disciplines is outlined, and the location within anthropology of social anthropology is examined. This leads on to an assessment of the different approaches to social anthropology (e.g. ethnography, historical anthropology, material culture studies) and how they differ. These thematic lectures are buttressed by the use of sessions looking at case studies of the different approaches, especially ethnographies. These are located within comparative and critical anthropological traditions. Parallel study skills sessions alongside this lecture series allow you to develop quickly the key skills needed in an HE environment. | | | | |
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| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ANT1001 | | | |
| **Module Name:** | Introduction To Biological Anthropology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Heidi Dawson-Hobbis | | | |
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| **Module Description:** | | | | |
| This module forms an introduction to the principles and methods upon which biological anthropology is based. A background in science is not assumed or required. The module provides an overview of human adaptation to different environmental and other stresses, covering human nutritional requirements, epidemiology and the evolution of infectious diseases relevant to the study of human ecology. We will also explore primates and primate behaviour, elementary genetics, human reproduction and sexuality, demography, human growth and development, and changing perceptions of race and its validity as a concept. Students will develop skills in synthesising information from a range of sources and learn to critically evaluate various hypotheses about human behaviour and culture. | | | | |
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| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ANT2003 | | | |
| **Module Name:** | Anthropology Of Art And Visual Culture | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Lisa Bernasek | | | |
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| **Module Description:** | | | | |
| The module explores representation, art and visual culture in anthropology and the importance of its role in western and non-western cultures, especially art produced by small-scale societies. Forms of art and visual and material culture from a range of geographic areas are examined using evidence such as pottery, sculpture, painting, photography and film as well as everyday objects of ritual and aesthetic value. The anthropology of art considers art to be a social process, and therefore not only analyses the artistic artefacts themselves and the aesthetic values attributed to them, but also their production processes, their circulation through different contexts, and the wider social and historical contexts within which this occurs. The module, therefore, focuses on issues of representation, collection, and museum practice, as well as the possibility of cross-cultural aesthetics, the art market, and the contemporary art world. | | | | |
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| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Object Commentary And Contextual Written Piece (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2200 | | | |
| **Module Name:** | Artificial Intelligence | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Aimee Robinson | | | |
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| **Module Description:** | | | | |
| This module introduces the field of artificial intelligence and the fundamental concepts and techniques in the areas of problem solving, knowledge representation and machine learning. Agents, Search, Planning, Knowledge Representation and Bayesian Artificial Intelligence are explored. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Science with Artificial Intelligence | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2205 | | | |
| **Module Name:** | Web And Mobile Application Development | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Suparna De | | | |
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| **Module Description:** | | | | |
| This module introduces the concepts and issues of web and server side applications interfacing with networked, relational databases through SQL. The module also explores the differences between coding for a desktop computer and a mobile device together with the creation of apps that operate in a multi-tiered and distributed environment. Students will develop the skills to implement robust and secure database and mobile applications. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 80% |  |
| 002: | Presentation | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2222 | | | |
| **Module Name:** | Human Computer Interaction | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Claire Ancient | | | |
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| **Module Description:** | | | | |
| Human Computer Interaction is a key consideration when developing interfaces. In a world where people are living longer, the result is that more people are experiencing impairments which can impact their ability to interact with systems. This module will aim to consider how interfaces can be designed and developed to take this into account. With a particular focus on Universal Design, students will be designing interfaces which are both accessible and usable. In addition, students will be considering the experience provided to the users, and its impact on their acceptance of technology. | | | | |
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| **Specific to:** | Software Engineering | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Practical Skills Assessment | | 80% |  |
| 002: | Reflective Essay | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2504 | | | |
| **Module Name:** | Fashion Retailing | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Maria Sargaco | | | |
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| **Module Description:** | | | | |
| This module is designed to explore fashion retailing theory and practice. The module reflects the rise of omnichannel retailing and provides students with the ability to think critically about the use of different fashion retail formats and channels in delivering an overall brand experience. The module will aim to explore emergent trends in fashion retailing and provide students with an insight into fashion consumer decision-making. | | | | |
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| **Specific to:** | Fashion Marketing and Media | | |  |
|  | Fashion Business | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2506 | | | |
| **Module Name:** | Fashion Buying And Merchandising | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Maria Sargaco | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module is designed to give students an understanding of fashion buying and merchandising. Key concepts relating to; merchandising for profit, mark-ups, pricing strategies, purchase performance and profitability, valuation of stock, markdowns will be addressed from a merchandising perspective. While, consumer profiling, comparative shopping, product and range development, sourcing, range and space planning will be explored from the perspective of the fashion the buyer. Inventory planning, product phasing and the changing nature of seasonality will be addressed via the clarification of the role of the fashion buyer and how this role differs from fashion merchandising to help facilitate well informed career choices. If this role is not a career aspiration, the focus upon essential industry transferable skills, mathematical and analytical, is critical for any commercial fashion role. Industry activities will be simulated to enable students to investigate dilemma’s in buying, review commercial constraints, and propose solutions; in doing so students will begin to acquire professional knowledge and expertise, and demonstrate this via appropriate communication and presentation of primary and secondary research; there is a strong focus on presentation skills, reflective of industry practice. Ethical and legal aspects of the role will be examined, and these essential elements will be explored via an understanding of professional bodies, NGO’s and consumer and employer expectations, underpinned by the UN Sustainable Development Goals Framework. | | | | |
|  |  |  |  |  |
| **Specific to:** | Fashion Marketing | | |  |
|  | Fashion Marketing (with Foundation Year) | | |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2927 | | | |
| **Module Name:** | Software Testing | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Rachel White | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will build on the knowledge technical students obtain in the introduction to programming and testing module. This module presents a systematic approach to software testing as an extension to Software Design and a precursor to Software Development. Agile methodologies will underpin the Design, testing and development modules. This module prepares students to work in testing roles. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Software Engineering | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (Maximum 2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2931 | | | |
| **Module Name:** | Operations And Service Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Sue Banger | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to explore the role and purpose of operations and service management within an organisation. Students will explore the major principles of operations management and analyse how they are applied in different organisations. The module will provide students with the opportunity to develop an understanding of the challenges associated with the management of operations within an organisation plus the opportunity to gain a professional lean foundation qualification. | | | | |
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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) | | |  |
|  | Fashion Business | | |  |
|  | Law and Business Management | | |  |
|  | Law and Business Management (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 70% |  |
| 002: | Online Exam | | 30% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2934 | | | |
| **Module Name:** | Human Resource Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ann Hong | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to develop students’ understanding of the influences of resourcing strategies within organisations. The module explores the resourcing challenges and opportunities organisations face in the light of increased global competition for talent, changing working practices and a more mobile workforce. Students will have the opportunity to understand how workers are recruited; to examine ways in which organisations should embrace diversity in the resourcing process; assess various approaches used to determine current and future resourcing needs; and evaluate approaches to measuring the success of people resourcing strategies in organisations. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Business Management (with Foundation Year) | | |  |
|  | Law and Business Management | | |  |
|  | Law and Business Management (with Foundation Year) | | |  |
|  | Mathematics and Management | | |  |
|  | Sport Management | | |  |
|  | Sport Management (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2955A | | | |
| **Module Name:** | Meetings, Incentive Travel, Conferences And Exhibitions | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Rami Mhanna | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The meetings, incentives, conferences and exhibitions industry (MICE) has an important role to play in todays’ global business environment. This module will explore the importance of the industry and the critical issues facing managers within the industry such as the use of virtual conferencing to support sustainable business practises. Specifically, the module will equip students with the underpinning knowledge of this sector of event management including the characteristics of corporate and association conferences and consumer and trade shows and how to effectively meet the needs of specific market segments. Students will explore strategies for successful exhibiting and the module aims to improve students’ negotiation and communication skills. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Event Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Practical Skills Assessment | | 50% |  |
| 002: | Reflective Essay | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2971 | | | |
| **Module Name:** | Sports And Mega Events | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Rami Mhanna | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Sporting and mega events have specific characteristics and tremendous global significance and these themes will form the basis for this module. Specifically students will critically analyse the bidding process, how major events are funded and the relationship between these events and the media. Legacy and sport tourism will be discussed and students will investigate large scale operations including the complexities of crowd management. | | | | |
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| **Specific to:** | Event Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Digital Skills Presentation | | 60% |  |
| 002: | Written Assignment | | 40% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS2974 | | | |
| **Module Name:** | Management And Leadership | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Osborne | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| The pressures on managers and leaders in today’s complex organisations are immense. The emphasis on performance, efficiency and effectiveness together with the global competition for managerial jobs places a premium on managerial and leadership skills. This module introduces some of the latest ideas in the field whilst simultaneously evaluating them from a practical, ethical and international perspective. Students will explore the role of power in organisations and critically evaluate how power and influence is exercised in the managerial role. The module is also aimed at helping students to develop some of the skills involved in managing and leading people, thereby cultivating the self-awareness that characterises outstanding managers and leaders. The aim of the module therefore is to develop informed, critical and responsible managers who have the confidence to lead others in a way that is effective, ethical and consistent with their values. | | | | |
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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: | Portfolio (2500 Words) - Theory Assessment, Essay, Skills Reflection | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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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 | | | |
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| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | BS2989 | | | |
| **Module Name:** | Relationship Marketing | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Marina Brkljac | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module is designed to give students a critical appreciation of the strategic and operational issues underpinning the implementation of responsible relationship marketing strategies. Students develop a critical appreciation of techniques that build, maintain and sustain effective relationships with a variety of different stakeholders. During this module students critically evaluate the appropriateness and ethics of relationship strategies considering how relationships can be managed to add value to customers and organisations. Students will also consider the limitations of a relationship approach and as applied in a variety of contexts via extensive use of mini-cases to embed the theory in practice. | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Marketing | | |  |
|  | Sports Business and Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Group Presentation | | 50% |  |
| 002: | Reflective Report | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3201 | | | |
| **Module Name:** | Digital Forensic Investigation | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Adriana Wilde | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module covers the four phases of digital forensic investigation including seizure, imaging, analysis and reporting. Technical knowledge and practical skills are developed using industry standard forensic software. Legal and regulatory processes are explored in detailed together with mobile forensic techniques. | | | | |
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| **Specific to:** | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3201 | | | |
| **Module Name:** | Digital Forensic Investigation | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Adriana Wilde | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module covers the four phases of digital forensic investigation including seizure, imaging, analysis and reporting. Technical knowledge and practical skills are developed using industry standard forensic software. Legal and regulatory processes are explored in detailed together with mobile forensic techniques. | | | | |
|  |  |  |  |  |
| **Specific to:** | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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| **Module Code:** | BS3204 | | | |
| **Module Name:** | Distributed Systems | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ben Sanders | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module explains how concepts and techniques from networking, operating systems and object-orientated programming can be combined to develop distributed systems. The module will impart a detailed understanding of event ordering, logical and physical clocks together with the practical facets of distributed system structuring using the client-server approach. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 80% |  |
| 002: | Presentation | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3204 | | | |
| **Module Name:** | Distributed Systems | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ben Sanders | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module explains how concepts and techniques from networking, operating systems and object-orientated programming can be combined to develop distributed systems. The module will impart a detailed understanding of event ordering, logical and physical clocks together with the practical facets of distributed system structuring using the client-server approach. | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 80% |  |
| 002: | Presentation | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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| **Module Code:** | BS3922 | | | |
| **Module Name:** | Insight Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Marianna Cappucci | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will provide students with an understanding of the insight management function of an organisation and will equip them with key skills in insight generation and delivery for business decision-making. The module will develop students’ ability to critically evaluate approaches to generating ideas and insight through creative thinking techniques, within both divergent and convergent thinking processes. It will provide them with the knowledge and skills to identify and evaluate an organisational problem, and then to effectively draw and interpret insights so that they have an impact at both managerial and board levels of organisations. The ethical implications of the use of insight management techniques will recur throughout the module. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3922 | | | |
| **Module Name:** | Insight Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Marianna Cappucci | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module will provide students with an understanding of the insight management function of an organisation and will equip them with key skills in insight generation and delivery for business decision-making. The module will develop students’ ability to critically evaluate approaches to generating ideas and insight through creative thinking techniques, within both divergent and convergent thinking processes. It will provide them with the knowledge and skills to identify and evaluate an organisational problem, and then to effectively draw and interpret insights so that they have an impact at both managerial and board levels of organisations. The ethical implications of the use of insight management techniques will recur throughout the module. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | BS3927 | | | |
| **Module Name:** | Information Systems Futures | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jessica Lomas | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Information Systems Futures evaluates contemporary issues in a rapidly changing information systems environment, as applied to businesses and their stakeholders. The module will focus upon in-depth studies of a number of recent, emerging or potential developments in information systems management – in both theoretical and practice driven terms. In-depth studies involve the evaluation of distinctive digital and online activities, especially as they relate to the creation of new forms of transaction, business models and markets. It will also evaluate the nature, growth and impact of virtual communities and the relationships that form and develop in those communities. The module will investigate a number of topical theoretical issues and practical developments that link technologies to information systems developments. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 80% |  |
| 002: | Presentation | | 20% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3927 | | | |
| **Module Name:** | Information Systems Futures | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jessica Lomas | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Information Systems Futures evaluates contemporary issues in a rapidly changing information systems environment, as applied to businesses and their stakeholders. The module will focus upon in-depth studies of a number of recent, emerging or potential developments in information systems management – in both theoretical and practice driven terms. In-depth studies involve the evaluation of distinctive digital and online activities, especially as they relate to the creation of new forms of transaction, business models and markets. It will also evaluate the nature, growth and impact of virtual communities and the relationships that form and develop in those communities. The module will investigate a number of topical theoretical issues and practical developments that link technologies to information systems developments. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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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. | | | | |
|  |  |  |  |  |
| **Specific to:** | Computer Science | | |  |
|  | Computer Science | | |  |
|  | Computer Systems and Networks | | |  |
|  | Cyber Security | | |  |
|  | Cyber Security with Law | | |  |
|  | Data Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3938 | | | |
| **Module Name:** | Strategic Forecasting And Simulation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jing Lu | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module covers the two major data driven business prediction topics of forecasting and simulation. Forecasting is the analysis of trends in data and is a subject related to probability, risk and uncertainty. The module covers the main numerical forecasting methods and their accuracy limitations. Less formal judgemental methods are also covered. Simulation, in a business context, is about constructing data driven models to emulate real world systems with sufficient fidelity and validity, so that the possible impacts caused by changes to its component variables can be explored experimentally. The module will cover the principles of simulation and simulation model building. Students will have the opportunity to develop advanced spreadsheet modelling and problem structuring methods. | | | | |
|  |  |  |  |  |
| **Specific to:** | Data Science | | |  |
|  | Mathematics and Finance | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3938 | | | |
| **Module Name:** | Strategic Forecasting And Simulation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jing Lu | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module covers the two major data driven business prediction topics of forecasting and simulation. Forecasting is the analysis of trends in data and is a subject related to probability, risk and uncertainty. The module covers the main numerical forecasting methods and their accuracy limitations. Less formal judgemental methods are also covered. Simulation, in a business context, is about constructing data driven models to emulate real world systems with sufficient fidelity and validity, so that the possible impacts caused by changes to its component variables can be explored experimentally. The module will cover the principles of simulation and simulation model building. Students will have the opportunity to develop advanced spreadsheet modelling and problem structuring methods. | | | | |
|  |  |  |  |  |
| **Specific to:** | Data Science | | |  |
|  | Mathematics and Finance | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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| **Module Code:** | BS3945 | | | |
| **Module Name:** | Employee Relations | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Osborne | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module develops students’ understanding of the influences on the employee/employer relationship and the inherent power relations. Students will have the opportunity to: examine ways in which organisations positively or negatively manage this relationship; analyse various approaches used to motivate, influence and retain employees; and gain a practical understanding of how UK employment legislation sets out the framework for sustainable workplace practices. | | | | |
|  |  |  |  |  |
| **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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Case Study Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3945 | | | |
| **Module Name:** | Employee Relations | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Osborne | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module develops students’ understanding of the influences on the employee/employer relationship and the inherent power relations. Students will have the opportunity to: examine ways in which organisations positively or negatively manage this relationship; analyse various approaches used to motivate, influence and retain employees; and gain a practical understanding of how UK employment legislation sets out the framework for sustainable workplace practices. | | | | |
|  |  |  |  |  |
| **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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Case Study Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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| **Module Code:** | BS3946 | | | |
| **Module Name:** | Launching A Business Start-Up | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Steven Northam | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to further develop students’ understanding of entrepreneurial concepts and behaviours, providing students with a challenging and highly practical experience of a start-up business launch. The module will develop and put in practice the real world elements required for students to launch actual start-ups and begin trading. Students will have the chance to pitch their business start-ups to investors and will focus on creating something they can carry on into the world after University. If you want to launch your own business before you graduate, this is the module to help and support you in doing this. | | | | |
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| **Specific to:** | Accounting and Management | | |  |
|  | Business Management | | |  |
|  | Business Management (with Foundation Year) | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Business Management with Enterprise and Innovation (with Foundation Year) | | |  |
|  | Event Management | | |  |
|  | Event Management (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Pitch Deck | | 60% |  |
| 002: | Pitching Presentation To Investor Panel | | 40% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3952 | | | |
| **Module Name:** | Sustainable Strategy In Action | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Kimberley Draper | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides a holistic overview of the strategic management process with an emphasis on the aegis of sustainable and responsible strategic management. Drawing upon traditional academic theories and current debates, the module examines and critically evaluates the practice and process of strategic management in different organisational settings. The module considers strategy as a whole by integrating the different phases of the strategic planning process, namely Strategic Analysis, Strategic Formulation and Strategic Implementation. In particular, the module examines the strategic external and internal environment, the different strategic options available (Business-level Strategies, Corporate-Level Strategies and International Strategies) and issues associated with strategy implementation, such as managing strategic change, organisational design decisions and the fostering of a sustainable and responsible organisation. | | | | |
|  |  |  |  |  |
| **Specific to:** | Accounting and Management | | |  |
|  | Accounting and Management (MAcc) | | |  |
|  | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
|  | Law and Business Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3952 | | | |
| **Module Name:** | Sustainable Strategy In Action | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Kimberley Draper | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides a holistic overview of the strategic management process with an emphasis on the aegis of sustainable and responsible strategic management. Drawing upon traditional academic theories and current debates, the module examines and critically evaluates the practice and process of strategic management in different organisational settings. The module considers strategy as a whole by integrating the different phases of the strategic planning process, namely Strategic Analysis, Strategic Formulation and Strategic Implementation. In particular, the module examines the strategic external and internal environment, the different strategic options available (Business-level Strategies, Corporate-Level Strategies and International Strategies) and issues associated with strategy implementation, such as managing strategic change, organisational design decisions and the fostering of a sustainable and responsible organisation. | | | | |
|  |  |  |  |  |
| **Specific to:** | Accounting and Management | | |  |
|  | Accounting and Management (MAcc) | | |  |
|  | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Digital Technology Solutions (Business Analysis) | | |  |
|  | Law and Business Management | | |  |
|  |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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| **Module Code:** | BS3988 | | | |
| **Module Name:** | Digital Marketing | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Tim Friesner | | | |
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| **Module Description:** | | | | |
| This module will prepare students to practice digital marketing in the workplace. Digital marketing tools, models, frameworks and concepts will be considered within the context of the future of marketing, specifically the Fourth Industrial Revolution (Schwab 2019) and Transformative Marketing (2016). Digital Marketing topics will be applied and evaluated including the evolution of digital marketing, the digital macro-environment, digital marketing strategy, digital media and the marketing mix, relationship marketing and digital platforms, the digital customer experience, content marketing, and digital marketing analytics. | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Fashion: Media and Marketing | | |  |
|  | Marketing | | |  |
|  | Sports Business and Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3989A | | | |
| **Module Name:** | Strategic Brand Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Sarah Green | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module takes a strategic approach to branding management. It considers a broad range of tools, techniques and theories that help build equity and drive brand performance. The module is broadly structured around four main areas; i) the constituent parts of a brand and how these individually and collectively add value to an organisation and thereby represent a competitive advantage; ii) diagnosing the health of a brand by considering its positioning in the market, relative to the competition, and evaluating the performance of the brand through brand metrics that encapsulate various dimensions of the brand iii) managing brand portfolios and assessing alternative brand leveraging strategies and finally iv) how brand custodians can pursue commercial objectives whilst also being mindful of principles stemming from the SDG’s (notably 8, 9 and 12) so as to appreciate that the commercial imperative must be seen in context of broader societal and environmental concerns | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Fashion: Media and Marketing | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | BS3989A | | | |
| **Module Name:** | Strategic Brand Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Sarah Green | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module takes a strategic approach to branding management. It considers a broad range of tools, techniques and theories that help build equity and drive brand performance. The module is broadly structured around four main areas; i) the constituent parts of a brand and how these individually and collectively add value to an organisation and thereby represent a competitive advantage; ii) diagnosing the health of a brand by considering its positioning in the market, relative to the competition, and evaluating the performance of the brand through brand metrics that encapsulate various dimensions of the brand iii) managing brand portfolios and assessing alternative brand leveraging strategies and finally iv) how brand custodians can pursue commercial objectives whilst also being mindful of principles stemming from the SDG’s (notably 8, 9 and 12) so as to appreciate that the commercial imperative must be seen in context of broader societal and environmental concerns | | | | |
|  |  |  |  |  |
| **Specific to:** | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Fashion: Media and Marketing | | |  |
|  | Marketing | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| AP | 24/25 | S1 |  |  |

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| **Module Code:** | BS3995 | | | |
| **Module Name:** | Business Ethics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jason Portilla | | | |
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| **Module Description:** | | | | |
| This interdisciplinary module builds on students’ existing knowledge of business management and corporate social responsibility, by considering the role of ethics in business. The theories, philosophy and practice of business ethics are analysed, discussed and evaluated within the current economic paradigm of capitalism and recent global financial crisis. Analysis of some of the specific assumptions that both inform, and constrain, the practice of ethical business will be undertaken. Contemporary global examples from both the public and private sectors will be used in discussion. Consideration is also given to the additional complexity that globalisation has on ethical philosophies, principles and practices, and its impact on business in the 21st century. Discussion will be further enhanced by exploring the wider literature and perspectives on ethical business in order to help students critically examine their own personal, and future corporate, ethical practice. | | | | |
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| **Specific to:** | Accounting and Management | | |  |
|  | Business Management and Leadership | | |  |
|  | Business Management | | |  |
|  | Business Management with Enterprise and Innovation | | |  |
|  | Event Management | | |  |
|  | Law and Business Management | | |  |
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| **Assessments:** |  |  |  |  |
| 01: | Essay (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CL1006 | | | |
| **Module Name:** | Introduction To Classical Greek 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 Greek world. The timeframe considered is approximately from the eight century BC to the second century BC (from the Homeric epics to the literature of the Hellenistic and Imperial age). This survey of literary material can include epic poetry, lyric poetry, oratory, historiography, epigram, and other major literary genres. The goal is for the student to become familiar with the different forms of literature found in Classical Greek 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 Greece. The module may also make forays into how these literary forms influenced later writing in the Roman, Medieval, Renaissance, and modern world. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
|  | Modern History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary: 2 X 1,000-Word Commentaries On Primary Sources | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CL2006 | | | |
| **Module Name:** | The Glory Of Athens And The Shadow Of Sparta | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Eoghan Moloney | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This course presents a study of perhaps the great age of ancient Greek history: the fifth-century BC, when the celebrated cities of Athens and Sparta were at their most powerful: uniting as allies to defeat the great armies of Persia, only to fall into a ruinous ‘civil war’ that would change the Hellenic world forever. The Glory of Athens and the Shadow of Sparta presents an introduction to, and an examination of, life in classical Greece. Focussing on these key cities, we shall also review the broader social and cultural forces that helped both to shape this age and to influence later periods. This is a foundational module that seeks to connect the different parts of life (political, social and cultural) in these remarkable ancient cities, even as it introduces students to the knowledge and skills required for future study of antiquity. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | Medieval History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 40% |  |
| 002: | Essay (2,000 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CL2007 | | | |
| **Module Name:** | Rome: The Rise Of The Eternal City | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Carey Fleiner | | | |
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| **Module Description:** | | | | |
| This module examines, primarily, the development of the Roman republic with a particular focus on the events between 208 BC (the wars with Pyrrhus) and the collapse of the First Triumvirate (c.50 BC). The first part of the module considers broader themes of Roman expansion as the city grows from a small city-state to a major player in Mediterranean affairs. The acquisition of empire led to questions of identity amongst the Romans: in comparison to those they conquered and amongst the competitive individuals who appeared on the scene following the wars with Carthage and Macedonia. Subsequently, the second part of the module examines the rise of ambitious leaders such as Marius and Sulla, Pompey and Caesar, and how such men would move to tear apart the Republic that they often believed they were saving and restoring. Considered too are complementary issues of Hellenisation, populares politics, and the longer-reaching legacy and impact in later eras of the imagery of this period. | | | | |
|  |  |  |  |  |
| **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: | Essay (2000 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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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. | | | | |
|  |  |  |  |  |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | CR1007 | | | |
| **Module Name:** | Being A Criminologist | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Nikki Woods | | | |
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| **Module Description:** | | | | |
| This module aims to support students in the transition from previous studies or employment into university level study. The module is practical and linked to the other modules that students will be studying throughout their first year at Winchester. Students will explore the start of their professional development also through talks from Careers and engagement with practitioners and voluntary organisations. Alongside the skills development sessions, students will engage with independent research in a group format. They will design, execute and analyse a small research project through workshops throughout the semester. This will be with assigned groups and topics and will culminate in a presentation to their peers. The research project process will be assessed formatively to offer the opportunity to students to attempt a range of assessment approaches in a supported and non-grade bearing forum. There will be face to face delivery and online content at the points where it makes most sense in students’ academic development - starting out, first submission, working on feedback received and exam preparation. Furthermore, there will be optional skills sessions that students can attend to address specific issues that they may be experiencing. The module will comprise of lectures and workshops facilitating the development of their own research project culminating in the submission of their portfolio. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Skills Self Reflection (1500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CR1010 | | | |
| **Module Name:** | Crime Through Time | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Nancy Scheidt | | | |
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| **Module Description:** | | | | |
| Contemporary debates on crime and deviance are rarely completely new. The experiences that history can teach us are very useful for understanding current dilemmas and conceptualising social problems and criminal behaviour. In this module students will look at a variety of different historical issues and lessons that can be derived from historical perspectives on crime and deviance largely but not completely focusing upon the 19th century; the module will trace the development of particular aspects of crime and punishment, such as organised crime and slavery, from the 19th century through to the contemporary era. Amongst others the module will explore the historical origins of juvenile delinquency in Victorian England, violent crime in history, the establishment of the police and the criminal justice system, issues of punishment from transportation through to capital punishment; it will also explore how gender perspectives contributed to associations of particular offences with women. | | | | |
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| **Specific to:** | Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (1500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | CR1012 | | | |
| **Module Name:** | Law, Government And Policy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Richard Kapend | | | |
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| **Module Description:** | | | | |
| Law, Government and Policy offers a foundation approach to the legal and political processes for criminology students. To be able analyse and critically assess crime, law and order approaches within the wider studies of criminology, it is essential for students to have an appreciation of the processes through which legislation is created and the political influences on them. This module aims to take both a practical and theoretical look at the legal system through the analysis of existing policy and legislation along with experiencing the criminal justice system through court visits. The aim is to bring in guest speakers who are legal practitioners to offer an authentic and realistic element to the programme of teaching. The module will be delivered through interactive lectures making use of case studies, practical applications and policy/legislation analysis. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology and Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Briefing Paper (1500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CR2016 | | | |
| **Module Name:** | Young People, Deviance And Crime | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Sarah Nixon | | | |
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| **Module Description:** | | | | |
| This module considers representations of young people as anti-social and deviant. It explores the concepts of ‘youth’ and ‘crime’ and considers the problem of youth and the problem of crime as social constructions. The risk factors and theories regarding deviant and criminal behaviour (biological functionalism, labelling, conflict, subcultures, conflict and control, as well as recent neuropsychological research) will be evaluated. Issues of gender, race and class will also figure in appreciating how these factors are constructed. Substantive topics include a focus on gangs, the 2011 London Riots and the trajectories of excluded youth; those outside of mainstream school and/or with looked-after status. The Youth Justice system will be explored as part of a consideration of national and international responses to youth deviance. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology and Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | CR2021 | | | |
| **Module Name:** | Criminological Theory | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ester Massa | | | |
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| **Module Description:** | | | | |
| This module will introduce students to the range of ways by which crime has been conceptualised within Criminology and to critically explore the wide range of theoretical perspectives that those researching crime and criminality view the key issues and challenges from. Students will become familiar with a range of key themes that run through the array of Criminological theory and develop a core understanding of how these varied views complement and contradict one another. The module will be delivered through two sessions per week with a focus on exploring the range of Criminological theories and understanding the role that such positions have in practice, the construction of understanding of the criminal justice and their role in pushing forward reform and change. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CR3015 | | | |
| **Module Name:** | Organised Crime | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Gopala Sasie Rekha | | | |
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| **Module Description:** | | | | |
| This module will focus on organized crime and cybercrime. In relation to the former, the local and global factors which underpin the development of criminal organizations will be examined, as well as the relation with politics and the borders between licit and illicit economy. A particular attention will be given to the transformation of organized crime after globalization. The lectures on cybercrime will analyse IT –related crimes in relation to moral panic, social control, and will also shed a light on the political aspects of cybercrimes. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology and Sociology | | |  |
|  | Geography | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Case Study (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | CR3020 | | | |
| **Module Name:** | Preventing And Controlling Crime And Deviance | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Tim Hall | | | |
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| **Module Description:** | | | | |
| Preventative measures aiming to address potential future offending have become a mainstay of criminal justice practice. Predicated on the idea that previous criminal activity can assist in indicating future offending, the approaches taken have shown mixed results and are often marred by continuing targeting and marginalisation of already over-policed groups. The control mechanisms that are put in place to deal with offending that occurs are underpinned by the same challenges and issues but have further consequences of criminalising an increasing range of behaviours and drawing more people into the criminal justice system. This module will explore both considerations show their shared links as well as the distinct differences and impacts. Focusing heavily on practice in the criminal justice system, students will gain an understanding of the wide ranging ideologies and theoretical considerations that influence how the ‘issue’ of crime is addressed. | | | | |
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| **Specific to:** | Criminology | | |  |
|  | Criminology with Law | | |  |
|  | Criminology with Psychology | | |  |
|  | Criminology and Sociology | | |  |
|  | Criminology (with Foundation Year) | | |  |
|  | Psychology and Criminology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL1508 | | | |
| **Module Name:** | Introduction To Poetry | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Julian Stannard | | | |
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| **Module Description:** | | | | |
| This module focuses upon poetry as arguably the most challenging and neglected form of literary production, and seeks to raise issues concerning the nature and function of poetry in both contemporary English society and other contexts. It will offer the opportunity to debate the extension of the canon to include such material as pop lyrics and rap and to explore the relationship between class, race, gender and the development of poetic forms. Students will engage in close reading of a range of poetry texts and will be able to consider the significance of the specific moment of production and reproduction of these texts. | | | | |
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| **Specific to:** | Creative Writing and English Literature | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL1801 | | | |
| **Module Name:** | Studying English Literature | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Matthew Leggatt | | | |
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| **Module Description:** | | | | |
| This double module provides the foundation for the degree by establishing key skills for English Literature students. It focuses on four key areas: 1. Developing a critical faculty through the study of various methodologies, for example: reading for political or ideological context; examining the terms ‘reader’, ‘author’ and ‘text’; exploring genre and hermeneutics; the controversy of the English ‘canon’. 2. Advanced reading and handling of primary texts through the development of close-reading skills (e.g. quotation, critical commentary, etc.) which inform weekly blogs, effective and persuasive writing, etc. 3. Building and consolidating research and academic skills (e.g. using libraries and journal databases; handling scholarly materials and referencing accurately to develop and substantiate good academic practice). 4. Reflection on the UN Sustainability Development Goal 4: ‘Quality Education’ and concept of life-long learning. The module teaches core skills for studying English, builds confidence in writing and arguing critically through VLE, and prepares students for assessment. | | | | |
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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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio 1 With 2 Convergent Elements (Blog Write-Up And Bibliography) | | 30% |  |
| 002: | Portfolio 2 With 2 Convergent Elements (Presentation And Essay) | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL1802 | | | |
| **Module Name:** | Literature In Context | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Nick Rowe | | | |
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| **Module Description:** | | | | |
| This module is designed to introduce students to a range of literary texts and genres from the medieval period up to the eighteenth century, opening consideration of the advantages and disadvantages of understanding these texts in relation to their historical contexts. This will include consideration of the following: the changing practices of publication and composition of audience; the historical, political and cultural contexts; contemporary conceptualisations of genre, gender roles and sexual identity; treatment of issues of colonialism, national identity, ethnic difference and religious affiliation. Comparisons and contrasts in relation to historical change will be highlighted by tracing these topics across texts from different periods. Students will be encouraged to draw from the theoretical materials and methods learned on Studying English Literature alongside the complementary World Literature module to develop and build core interpretative skills. The use of texts that have already received considerable critical attention will enable students to engage with existing critical discussion. | | | | |
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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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL2804 | | | |
| **Module Name:** | Modernism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Daniel Varndell | | | |
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| **Module Description:** | | | | |
| In the words of Herbert Read (writing in 1933), literary modernism was not so much a revolution but rather a ‘break-up, a devolution… Its character is catastrophic.’ Responding to a darkening world-view ushered in by the First World War and reenergized by the rise of Fascism, modernism produced work unlike any other age: it was, to quote C. S. Lewis, ‘shatteringly and bewilderingly new.’ Starting with a key foundational text (Lawrence), the module explores the ‘difficulty’ of modernism: how narrative techniques like ‘stream of consciousness’ developed across very different examples (Joyce, Woolf); how, out of the shadow of War, there emerged some of the most powerful expressions of human dignity in poetry (Eliot), plays (Brecht) and novels (Isherwood); and how the breaking of formal structures led to new treatments of subjects like class (Greenwood), gender (Rhys) and race (Selvon), to redefine the literary character for the new century. | | | | |
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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: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL2811 | | | |
| **Module Name:** | Victorian Literatures | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Gary Farnell | | | |
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| **Module Description:** | | | | |
| This module will look at a wide range of Victorian literatures in relation to their literary and historical contexts. The module will cover the great Victorian realist novel, poetic and dramatic forms, and throughout will examine the different ways in which Victorian identity was defined and imagined by nineteenth-century writers, reflecting the huge changes brought about by Industrialization. This will involve some consideration of the ways readers/audience consumed literary texts, and how genres such as Sensation, Gothic, Melodrama, Detective stories, and Science Fictions, embodied nationalistic and Imperial perspectives, as well as how literature became a barometer of the prevailing cultural mood. Thus, each of these texts will be examined in terms of how they refract areas of social concern, such as the nature of scientific development, imperialism, gender and sexual identity, and fears for the future. By the end of the module, students will have a thorough grounding in literature of the Victorian period, as well as a deeper understanding of the what it meant, and still means, to be a ‘Victorian’. | | | | |
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| **Specific to:** | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL2812 | | | |
| **Module Name:** | American Literature And Film | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Matthew Leggatt | | | |
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| **Module Description:** | | | | |
| This module examines how literature and film are shaped by struggles over identity, and strive to give access to some realm, often called ‘authentic,’ or ‘legitimate’ outside of consumption, commodities and everyday experience. We look at how the formal differences between literature, as a linguistic medium, and film, as a visual and narrative medium, affect the representation of these themes. We take cognizance of more traditional approaches to literature and film that have focused on issues of adaptation, but this is not the central focus. We focus on American texts from a wide historical period, which are particularly powerful and resonant in terms of changes in identity, situating them in the historical context of their production, and charting their subsequent significance. Examples include: how successive re-tellings of the Wizard of Oz have been related to different historical perspectives on gender, immigrant and migrant identity, and politics; how book and film versions of Fight Club depict attempts to escape capitalism and consumerism, while also articulating notions of a ‘crisis of masculinity’; examining American political contexts including the detonation of the first Atomic Bomb and the Watergate scandal through Peter Benchley’s Jaws novel and Steven Spielberg’s subsequent adaptation. Further examples include a central text of the US counterculture, One Flew Over the Cuckoo’s Nest, whose overtly critical and liberatory political message has been questioned on racial and gendered grounds, and finally charting the development of second and third wave feminism through Ira Levin’s The Stepford Wives and Frank Oz’s adaptation. | | | | |
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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 (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL3521 | | | |
| **Module Name:** | Globalization And Contemporary Fiction | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Matthew Leggatt | | | |
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| **Module Description:** | | | | |
| This module examines literary and film texts from the late 1990s until the present and asks how far these works of fiction represent globalization through their attempt to depict the world as a presentable object or set of relations. Throughout this module we will consider depictions of international migration, new communicative-technologies, environmentalism, transnational corporations and the global division of labour. We will consider whether the fictional representations of these phenomena suggest particular ways of thinking about transnationalism and ask whether this improves our understanding of globalization as lived experience. During this module you will be asked to think about how the depictions of global phenomena within fictional texts compare with the presentation of globalization in political discourse and to consider how far fictional accounts of globalization clarify the diverse and contradictory meanings for the term globalization in daily use. | | | | |
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| **Specific to:** | Creative Writing and English Literature | | |  |
|  | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
|  | English Literature and History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | EL3524 | | | |
| **Module Name:** | Literature And Psychoanalysis | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Daniel Varndell | | | |
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| **Module Description:** | | | | |
| The module will explore a range of psychoanalytical theories and apply these to the reading of literary texts. Themes that will be considered include the significance of the unconscious, the development of desire and repression, the connections between language and subjectivity, the effects of the uncanny, and the power of symbols, myths and archetypes. Ideas will be drawn from Freud, Jung, Klein and Lacan amongst others. Literary texts that are studied on the module might include works such as Edgar Allen Poe’s, The Purloined Letter (1844), Lewis Carroll’s, Alice’s Adventures in Wonderland (1865), Virginia Woolf’s, To the Lighthouse (1927) and Jeanette Winterson’s Written on the Body (1993), but the module will also allow space for the study of more contemporary texts, different genre and material selected by students. | | | | |
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| **Specific to:** | Creative Writing and English Literature | | |  |
|  | Drama and English Literature | | |  |
|  | English with American Literature | | |  |
|  | English Literature with Creative Writing | | |  |
|  | English Literature and Film | | |  |
|  | English Literature | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | EL3815 | | | |
| **Module Name:** | The Art Of Murder | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Mounsey | | | |
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| **Module Description:** | | | | |
| This module will examine the intersection between various forms of cultural text and the growing interest in crime and criminality, detection and law enforcement from 1670 to 1930, and in particular the growing fascination with murder as cultural spectacle. It will look at literary, artistic, and popular media representations of these themes, and relate these to wider attitudes and beliefs related to the nature of criminality and deviancy, the body, death, and the role of biology and culture as determinants of human behaviour. As such the module will read across high-cultural forms, such as the realist novel and visual art, as well as analysing popular-cultural texts such as broadsides, the Newgate Calendar, Sensation novels and tabloid newspaper reports. The idea will be to interrogate the different facets and levels of the fascination with serious crime, how this interest manifested itself, and what this says about people and culture more generally. Students will then focus on one area of this wider subject matter as the topic for their own academic paper. | | | | |
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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 | 24/25 | S1 |  |  |

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| **Module Code:** | ES1210A | | | |
| **Module Name:** | Political Perspectives On Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Michael Hall | | | |
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| **Module Description:** | | | | |
| The aim of this module is to ensure that students are well informed on a range of political concepts and perspectives. This is essential if they are, later in the programme, to make reasoned judgements on a variety of contemporary issues related to policy across the range of educational provision, including beyond the UK. This module therefore introduces students to a variety of contemporary political and policy issues and to concepts that can be brought to them from across the political spectrum. The second half of the module draws on the perspectives introduced in the first to introduce students to a considered theoretical engagement which the question of children as citizens. | | | | |
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| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 50% |  |
| 002: | Essay | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES1412 | | | |
| **Module Name:** | Educational Reflections | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Shaun Best | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module enables students to reflect meaningfully on their own educational experiences and provides an opportunity for collaborative work. Through studying a range of educational theorists, students will be introduced to various approaches to teaching and learning which will a) provide a point of departure and foundation for future study and b) provide a means through which they can reflect on their own educational experiences and those of others. In addition, students will be encouraged to explore and question what ‘educational experience’ might mean beyond formal, institutional settings. | | | | |
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| **Specific to:** | Education Studies and Early Childhood | | |  |
|  | Education Studies and Special Educational Needs | | |  |
|  | Education Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Group Presentation | | 50% |  |
| 002: | Essay (1500 - 2000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES1413 | | | |
| **Module Name:** | Educators | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Caroline Stockman | | | |
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| **Module Description:** | | | | |
| The module combines an introduction to the ideas and theories of various educators concerned with education. Some of the educators encountered will offer ideas about education directly in relation to schooling whilst others offer insights into education in its broader sense. The range of educators examined will represent particular interests of course tutors and will introduce students to the breadth of content they will encounter during their studies. Drawing on a diverse range of figures from various fields, including the arts, religion, and philosophy, this module asks students, not only to engage with the insights and teachings of each of the individuals they encounter, but also with the very question of what it means to be an educator and to educate. | | | | |
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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 (1500 Words) | | 30% |  |
| 002: | Poster Presentation | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES1416 | | | |
| **Module Name:** | Literacies In Higher Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
| This module explores the concept of literacy in the light of the information overload that characterises the twenty-first century. Critical literacy as you begin your university study requires more of the ‘reader’ than the basic ability to translate symbols on a page into words. The module provides an introduction into interpreting and referencing a range of resources which may include newspapers, films, internet websites, television, radio, fine art, popular art, ephemera, academic journals, novels, non-fiction books and music. The module will prepare you to evaluate effectively the wide range of material that can be used as evidence in our study of education in its broadest understanding. | | | | |
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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: | Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES2212 | | | |
| **Module Name:** | Theorising Early Childhood | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jaclyn Murray | | | |
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| **Module Description:** | | | | |
| A module for the Early Childhood degree pathway, module readings are related, first, to two early key texts – John Locke's essay 'Some Thoughts on Education' and J.-J. Rousseau's Émile; and second, to the more contemporary writings of Jean Piaget and Lev Vygotsky. The underpinning theme is the ‘Nature/Nurture debate’, which comprises a continually growing body of theory and argument that attempts to identify a set of fundamental causes said to 'determine' human nature, with the debate getting its name from these two supposedly opposed sources of causation. This highly topical debate provides a general reference point for most theoretical studies of early childhood education because the child is either thought to be 'plastic' and malleable in terms of possible outcomes (the nurture assumption), or relatively fixed in its characteristics – even pre-determined – before its birth (the nature assumption). | | | | |
|  |  |  |  |  |
| **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 | | 50% |  |
| 002: | Essay | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES2301 | | | |
| **Module Name:** | Education: Social And Political Thought 1 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Simon Boxley | | | |
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| **Module Description:** | | | | |
| In this module you will be introduced to a range of thinkers who have argued for education as a tool for social and political reform. The emphasis in this first module will be on the notion of education as enlightenment, both in ancient and modern versions. The goal of this module is to extend our understanding of education beyond the classroom and into the wider world. It will, of necessity, introduce many important social and political issues, and will provide perspectives that can be employed in other optional modules. | | | | |
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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 | | 50% |  |
| 002: | Essay | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES2417 | | | |
| **Module Name:** | Physical Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Caroline Stockman | | | |
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| **Module Description:** | | | | |
| Although taking account of both sport and exercise, this module will explore the notion of physical education more broadly, looking also at its relation to (and frequently its exclusion from) educational philosophy. It will investigate how we can think about the body and how the body affects our thinking as well as the personal, social and political significance of the physically educated or physically uneducated body. | | | | |
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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: | Written Submission With Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES2420 | | | |
| **Module Name:** | Theorising Special And Inclusive Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Michael Hall | | | |
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| **Module Description:** | | | | |
| This module explores the possibilities that arise from and in theorising inclusive education. Indeed, the module takes, as its starting point, Slee’s contention ‘that the failure to apply theoretical analysis has been detrimental to the project of inclusion’ (Slee, 1998: 126). This module introduces theoretical perspectives as a way of understanding inclusive education practices and policies at a national level and an international level. If the module is successful, then it may validate the truth of Lewin’s (1952: 169) declaration: ‘There is nothing more practical than a good theory’. | | | | |
|  |  |  |  |  |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | ES2424 | | | |
| **Module Name:** | Sexuality: Education, Policy And Practice | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Shaun Best | | | |
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| **Module Description:** | | | | |
| In this module students will investigate the historical and contemporary sites of cultural and political struggle over sexual practice and identity. This module will examine current debates concerning theory, research and practice in the area of sexuality in relation to education. The module will explore a number of topics, including how the social, political, cultural and economic contexts are related to changes in forms of regulation in the field of sexuality in areas such as the sexual revolution, gay rights, sex, prostitution, abortion, sexual norms, sex and travel, and marriage. Drawing upon a range of perspectives such as queer theory, post structuralism, and feminist theory, the module will aim to cover a range of issues relating to professional practice, educational policy and pedagogy and the assessment will allow the students to explore their own interests in the field of gender, sexuality and the body. | | | | |
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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: | Essay (2000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES3301 | | | |
| **Module Name:** | Constructing The 'Other': 'Race', Ethnicity, Religion | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Adrian Skilbeck | | | |
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| **Module Description:** | | | | |
| This module aims to offer students the opportunity to analyse constructions of the ‘Other’ and developments in patterns of discriminatory practice and belief based on categories of ‘race’, ‘ethnicity’ and religion, primarily within a UK context. It employs theoretical models drawn from Edward Said, and from the Marxist tradition, the first of these offerings culturalist readings of constructions of ‘race’ whilst the second locates processes of racialisation in changes in production relations. Themes of contemporary interest will be examined through the application of these theories, e.g.,the way in which religion plays into racialised categories, the impact of immigration, and the role of terror in shaping perceptions. Orientalism and racialisation will be related to public pedagogy and connected at points in the module with issues of schooling. | | | | |
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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 (3500-4000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES3413 | | | |
| **Module Name:** | Exclusion In And From Schooling: Critical Reflections On Teaching, Policy And Theory | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Wayne Veck | | | |
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| **Module Description:** | | | | |
| In On Liberty, J.S.Mill wrote: ’ What more or better can be said of any condition of human affairs, than that it brings human beings themselves nearer to the best thing they can be?’ (Mill,1859/1975:79). This module asks: Does educational practice and policy, currently deemed inclusive, contribute to human flourishing? By way of answering this question we will engage with understandings of human rights, educational spaces and cultures that inform approaches to special and inclusive education, before turning our critical attention to exclusionary pressures within and upon the educational system. Where level five modules about issues in special and inclusive education called upon us to reflect on the insights of others, this module asks us to engage with theory, practice and the possible, in order to develop critical perspectives on special and inclusive practice and policy. | | | | |
|  |  |  |  |  |
| **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 (2000-2250 Words) | | 50% |  |
| 002: | Essay (2000-2250 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | ES3427 | | | |
| **Module Name:** | Education, Ecologies And Ethics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Simon Boxley | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module provides students with an opportunity to engage critically with philosophical and ethical questions relating to environment and ecologies. There is an emphasis on the ways in which social and ecological relations interact, and the part played by learning in the processes of formation of attitudes and orientations towards nature. The ethical implications of orientations towards nature are also discussed, enabling students to consider the challenges of whether, how and when to act in a world of environmental crisis. | | | | |
|  |  |  |  |  |
| **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 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FP1002 | | | |
| **Module Name:** | Camera And Lighting | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Julio Molina | | | |
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| **Module Description:** | | | | |
| This module offers students the opportunity to gain core competencies in professional camera and lighting equipment operation for both drama and documentary production work. Undertaking intensive hands-on workshops, students’ skills and creativity are honed and tested thorough weekly formative exercises designed to foster knowledge and practical application across both drama and documentary disciplines. | | | | |
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| **Specific to:** | Creative Advertising | | |  |
|  | Film | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Filmed Project Output (3-5 Minutes) | | 70% |  |
| 002: | Individual Critical Reflection (1000 – 1500 Words) | | 30% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FP1003 | | | |
| **Module Name:** | Editing And Sound | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Paul Carter | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module offers students the opportunity to gain core competences in professional sound-recording equipment and a chosen piece of editing software for use in both drama and documentary production work. Through intensive hands-on workshops, students’ creative and aesthetic skills are tested and honed through weekly exercises designed to test knowledge and practical application across drama and documentary forms. | | | | |
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| **Specific to:** | Creative Advertising | | |  |
|  | Film | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Online Sound Equipment Exam | | 20% |  |
| 002: | Project Output - Individual Sound And Editing Task | | 80% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FP1006 | | | |
| **Module Name:** | Creative Storytelling | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Jilly Gardiner | | | |
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| **Module Description:** | | | | |
| In this module, students have the opportunity to develop basic storytelling and scriptwriting skills by focusing specifically on the study and writing of short screenplays. The focus will be on analysis and implementation of narrative devices (including narrative shortcuts and use of sound), development of story and character (and the inter-relationship between the two), and on skills in writing visually and succinctly. The particular character of the ‘short’ screenplay will be examined, analysed, and practiced. Scripts will be written with a view that they be made as a short film in Semester 2 for the ‘Producing Drama’ module. | | | | |
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| **Specific to:** | Film Studies and Screenwriting | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FP1007 | | | |
| **Module Name:** | Professional Skills Development | | | |
| **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 a core understanding of the professional skills needed to develop a short film. Particular focus on the development of ‘soft skills’ will feature within the module in order for students to develop their understanding of the commitment and practice needed by film crews to successfully produce a short film. This will be complimented with developing a student’s theoretical understanding of film genres and their application to filmmaking and to creating meaning within the frame. Students will explore how genre is created through semiology (the use of signs and symbols) within the frame to express a range of meanings and how they support narrative. A group film project is designed to advance student understanding and development of filmmaking creative and professional practices. Students undertake an individual online blog in order to continuously reflect on their own professional development and understanding, throughout the module. | | | | |
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| **Specific to:** | Film Studies and Screenwriting | | |  |
|  | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FP2010 | | | |
| **Module Name:** | Directing Drama | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Fiona Poustie | | | |
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| **Module Description:** | | | | |
| This module offers students the opportunity to develop their understanding of the role and attributes of a film’s Director and their relationship with other heads of departments during a film’s production. During both taught sessions and workshops with active industry professionals, students will learn the craft and skills needed to become and work with a director during the production of a film. Working in specific roles based on students’ industry interests, crews will utilise this gained knowledge in combination with skills learned at level 4 to develop a pre-written script into a filmed project for final delivery at the conclusion of the module. The module aims to introduce students to the role of a director, how they work with actors and how their creative vision impacts across multiple departments during the production of a film. | | | | |
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| **Specific to:** | Film Production | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 70% |  |
| 002: | Individual Case Study | | 30% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR1006 | | | |
| **Module Name:** | Introduction To Forensic Evidence | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Molly MacTaggart | | | |
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| **Module Description:** | | | | |
| This module will introduce students to forensic science as it applies to courts of law in the UK. In addition to highlighting what constitutes ‘forensic science’ and the scope of the discipline Forensic science in both criminal and civil courts will be considered, as will the growing role of informative forensic science in private and corporate investigations. The students will, in particular, be made aware of the legal and ethical obligations and responsibilities of forensic scientists, and will be able to evaluate the consequences of breaches of these obligations and responsibilities. As part of this students will be introduced to the concept of Court of Appeal Judgments and should be able to navigate the British and Irish legal information website www.bailii.org. This module will provide the grounding for the rest of the forensic studies modules in this award. | | | | |
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| **Specific to:** | English Linguistics with Forensic Linguistics | | |  |
|  | Forensic Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment (Essay, 2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR1009 | | | |
| **Module Name:** | Introduction To The Criminal Justice System | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Anna Chaussee | | | |
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| **Module Description:** | | | | |
| The module introduces the Criminal Justice System, with a focus on the UK, but also in the wider context of globalisation and internationalism. The historical context in which the modern system is based is considered, together with key developments. The role of different interdisciplinary agencies and institutions is considered, including government, policing, social services and the court system. The topic is considered from different perspectives – historical, legal, moral, criminological and victimological. Key developments such as major inquiries, reviews and legislation will be discussed. Emerging patterns and key themes of modernisation, the introduction of voluntary and private sectors, accountability and risk will also be covered. | | | | |
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| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR1011 | | | |
| **Module Name:** | Introduction To Analytical Chemistry | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Julio De Carvalho Ponce | | | |
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| **Module Description:** | | | | |
| The aims of this module are to introduce students to the basic skills and concepts involved in competent, safe and reliable laboratory skills while developing their knowledge of analytical chemistry. The practical skills gained here will be of use in other modules and also provide important transferable skills to enhance student’s employability prospects. The module covers analytical methods such as titration, gravimetry and chromatography, exploring both theory and practice with examples of forensic and industrial uses to give students relevant background regarding their importance. There will also be theory about chemical formulae and equations, concentration calculations and presenting data to ensure students have a thorough understanding of basic concepts necessary in analytical chemistry. | | | | |
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| **Specific to:** | Forensic Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio Of Practical Work [3,000 Words] | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR2000 | | | |
| **Module Name:** | Forensic Medicine | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Amoret Whitaker | | | |
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| **Module Description:** | | | | |
| This module will deal with issues relating to the investigation of fatal and non-fatal injuries. The role of the forensic pathologist, odontologist and toxicologist will be considered. Students will learn about the history and development of medically based forensic science. The duties of the forensic medical examiner will be explained. Students should be aware that some images used in this module may be of a medically explicit nature. | | | | |
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| **Specific to:** | Forensic Investigation | | |  |
|  | Forensic Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Presentation (To Include Poster (40%), Oral Presentation (30%, 15 Mins) And Written Summary (30%, 1000 Words)) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR2006 | | | |
| **Module Name:** | Practical Skills | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Polly Ayres | | | |
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| **Module Description:** | | | | |
| Employers within forensic investigation and the criminal justice sector place significant value on practical transferable skills. This module provides opportunities for students to develop a practical skillset and it enables students to evidence their competency in several key applications in the laboratory and at the crime scene. The module places particular emphasis on enhancing transferable skills expected within graduate employment. The skills gained on this module provide an important foundation for students to apply and develop these skills further within Level 5 and at Level 6. | | | | |
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| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
|  | Forensic Investigation | | |  |
|  | Forensic Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR2009 | | | |
| **Module Name:** | Forensic Imaging | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Amoret Whitaker | | | |
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| **Module Description:** | | | | |
| Imaging techniques such as photography play an important role within crime scene investigation and analysis. This module introduces students to the contributions that forensic imaging techniques play in the building of forensic cases. This includes highlighting for students the importance of accurately preserving and capturing crime scenes when imaging them and equipping students with the technical knowledge to produce accurate images of evidence that can stand scrutiny in court. | | | | |
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| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
|  | Forensic Investigation | | |  |
|  | Forensic Science | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio Of Photographs And Write-Up Of Skills (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR3003 | | | |
| **Module Name:** | Crime Scene Investigation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Selina Robinson | | | |
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| **Module Description:** | | | | |
| The aim of this module is to introduce students to the observation, recording and preservation of both volume and major crime scenes and evidence. Students will be introduced to the role of all personnel at crime scenes and how to process both simple and complex crime scenes. Students will be taught the methods toavoid contamination of evidence and how to maintain a chain of custody. Part of this module considers how forensic investigators disseminate information in plice briefings. Students will learn how forensic investigators deal with suspected linked crime scenes and how intelligence can inform forensic strategy. Students will develop forensic Strategies in response to dynamic scenarios of both volume and major crimes. | | | | |
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| **Specific to:** | Forensic Investigation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Prac Skills Assessment (Crime Scene Examination, Group Work) & Individual Report (Crime Scene Analysis & Write Up) 3000W | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR3004 | | | |
| **Module Name:** | Presenting Forensic Evidence | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Amoret Whitaker | | | |
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| **Module Description:** | | | | |
| This module will enable students to appreciate the various means by which scientific evidence can be presented. The module will cover written reports, the use of modern multi-media technology in evidence presentation, and issues regarding the presentation of evidence in the witness box. Students will consider whether popular media may affect public perception of expert evidence and will be given training in presentation skills. | | | | |
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| **Specific to:** | Cyber Crime and Forensic Investigation | | |  |
|  | Forensic Investigation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment (Forensic Evidence Report Assessment, 2500 Words) | | 60% |  |
| 002: | Individual Oral Presentation (Expert Witness Testimony, 15 Minutes) | | 40% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FR3006 | | | |
| **Module Name:** | Advanced Forensic Examination | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Amoret Whitaker | | | |
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| **Module Description:** | | | | |
| This module enables students to advance their specialist forensic knowledge based upon current academic staff expertise. Students will learn history around the nominated forensic specialism and learners will consider how the specialism is likely to develop over time. Rather than learning a specialism in a vacuum, students will develop their knowledge to appreciate how the evidence belong to the nominated forensic field may interact with other evidence types and disciplines within the forensic sector. Students will draw upon their existing knowledge of theories and enhance their understanding of them. Students will then apply what they have learnt to a range of complex and challenging forensic scenarios. Students will demonstrate how cognitive bias and how other aberrations affect the interpretation of data and the integrity of the discipline under examination. | | | | |
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| **Specific to:** | Forensic Investigation | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio (4,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FS2312 | | | |
| **Module Name:** | Approaches To Film | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Imruh Bakari | | | |
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| **Module Description:** | | | | |
| The module introduces and critically examines various, and variously influential, attempts to theorise the reciprocal concepts of ‘film’ and ‘cinema’. Building upon work undertaken in Year 1, the module seeks both to provide a conceptual understanding necessary for the honours level study of film and to develop further an historically attuned, theoretically informed critical practice. | | | | |
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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: | Oral Assessment And Presentation | | 75% |  |
| 002: | Written Assignment | | 25% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FS2315 | | | |
| **Module Name:** | Contemporary European Cinema | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Fran Mason | | | |
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| **Module Description:** | | | | |
| On this module, a variety of contemporary European national cinemas will be investigated. We will begin with an examination of key concepts such as ‘popular’ and ‘national cinema’, interrogating oppositions between classifications such as ‘art’ and ‘entertainment’ to identify cinematic trends and audience expectations. The role of cinema in constructing a sense of national identity will be considered, as we explore such issues as ‘belonging’ and ‘otherness’, memory and trauma, and the national and transnational. Films will be situated in contexts of production and reception, and close attention will be paid to their textual features. Topics to be examined will include the role of the auteur within national cinema, the function of popular genres, and the ambivalence of European cinema’s relationship with Hollywood. In addition to attempting to identify an understanding of European cinema, the concept will be problematised by exploring the distinctive features of national cinema. | | | | |
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| **Specific to:** | English Literature and Film | | |  |
|  | Film | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 100: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FS2405 | | | |
| **Module Name:** | Music And Film | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Laura Hubner | | | |
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| **Module Description:** | | | | |
| From its inception as a commercial medium, film has enjoyed a close relationship with music. This module seeks both unpack this relationship theoretically and historically and to work through critically some of the more specific connotations of the varied association of film with music. The module addresses the relationship between film and music aesthetically, culturally and institutionally, and covers among other things, different film and musical forms and genres, contrasting scoring practices and the work of various stars, composers, musicians and film directors. | | | | |
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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 | 24/25 | S1 |  |  |

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| **Module Code:** | FS2506 | | | |
| **Module Name:** | Hollywood Film | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Stevie Simkin | | | |
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| **Module Description:** | | | | |
| This module examines Hollywood film from the 1930s to the contemporary period through the study of key trends and shifts in production. The initial focus will be upon the emergence of the studio system and its regulatory processes in the 1930s in studying monopolising forms of production and their intersection with modern patterns of consumption while also considering the rise of star and genre systems and issues such as class and gender. The emphasis will then shift to the various transformations that occurred in Hollywood in post-war period, from the Paramount Decree through the emergence of the post-classical and New Hollywood phases of the 1960s and 1970s to the change in structures from the break-up of the studio system to the present day. Throughout, the module will attend to important films to illustrate significant trends, shifts in style, social and political changes, and industrial developments. | | | | |
|  |  |  |  |  |
| **Specific to:** | English Literature and Film | | |  |
|  | Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FS3608 | | | |
| **Module Name:** | National Cinemas I | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Fran Mason | | | |
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| **Module Description:** | | | | |
| The module will offer an in-depth study of a single national cinema, investigating the history, cultural contexts, ideological meanings, critical constructions, and impact of production and consumption in relation to that cinema. The module will include an analysis of aesthetic and thematic trends that distinguish the cinema, and these might include the representation of landscape, gender and race, as well as the role of genre and the auteur. The national cinema to be studied will be based on tutor specialisms, and will be taken from a range including African Cinemas, Australian Cinema, French Cinema, German Cinema, Japanese Cinema, Scandinavian Cinemas and Chinese and Hong Kong Cinemas. | | | | |
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| **Specific to:** | Film Studies | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation | | 50% |  |
| 002: | Written Assignment | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FS3623 | | | |
| **Module Name:** | Animation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Daniel Mattingly | | | |
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| **Module Description:** | | | | |
| This module will investigate the diverse and changing format of animation in relation to its cultural context. It will begin by reflecting on what animation is and proceed to discuss forms of animation beyond the orthodox or traditional cel animation to consider ‘developmental’ and ‘experimental’ animation. Theoretical perspectives on realism, narration, gender, consumption and the function of film will be explored to analyse animation’s place within a history of moving images. Studies will focus on both contemporary and historical texts to reveal the shifting place animation has held within the film industry, including explorations of studio styles and issues of media convergence. Questions of representation and reception will also be addressed enabling a focus on how animation has used and challenged a range of stereotypes. Case studies will form the basis of student presentations to explore national/transnational contexts, with the 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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | FS3633 | | | |
| **Module Name:** | Gothic Film | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Laura Hubner | | | |
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| **Module Description:** | | | | |
| The module explores Gothic film by reference to specific texts and their broader cultural and historical contexts. It examines Gothic traditions in a broad diversity of cultural forms, drawing on a range of theoretical modes of thought, such as postcolonial criticism, feminism and psychoanalysis, looking at close links with Gothic romance and Gothic horror. Framed by a broad discussion on art, folklore, history, language, literature, media, mythology, politics, psychoanalysis and religion, the module stimulates new ways of thinking through and beyond disciplinary boundaries, providing a valuable framework: 1) to pinpoint specifically filmic concerns with Gothic horror motifs and themes and 2) to locate a ‘cinematic Gothic’, a concept that both draws on and is distinct from other (literary and artistic) forms. Underlying these objectives is an interest in the cultural and political functions of Gothic filmmaking, and the levels of subversion or social conformity at the heart of the films. | | | | |
|  |  |  |  |  |
| **Specific to:** | English Literature and Film | | |  |
|  | Film and American Studies | | |  |
|  | Film Studies | | |  |
|  | Film Studies and Screenwriting | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2316 | | | |
| **Module Name:** | Source Study: The Global Middle Ages | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Robert Houghton | | | |
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| **Module Description:** | | | | |
| This module explores the many ways to learn about the middle ages through the lens of global and comparative histories. Following sessions introducing the concepts and terms of the ‘global’ middle ages and its approaches to the past, the module will examine the global middle ages from a number of perspectives through case studies of different places, times and societies. Topics may include (but are not limited to) the Mississippian cultures of twelfth century North America; the Silk Roads and the Steppes cultures; the emergence of Russia; global monarchies; the Islamic Caliphates; European Jewish communities; Lalibela and pilgrimage in Africa, and others. With a decolonising approach to history, sources will include history, archaeology, oral tradition and material culture, as well as viewing the problems of Western writing about non-Christian/European cultures. | | | | |
|  |  |  |  |  |
| **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: | Critical Commentary | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2318 | | | |
| **Module Name:** | Source Study: Women Writing And Writing About Women In The Early Middle Ages, Ca 800-120 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Katherine Ann Weikert | | | |
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| **Module Description:** | | | | |
| Contrary to popular belief that all medieval writers were men, there is a wealth of women writing in the period in a rage of genres: history, poetry and song, philosophy, letters, fiction and fables. This module examines the range of women’s writing in the early and central middle ages through authors such as the Barking Abbey nuns, the poets of Al-Andalus, Heloise of Argenteuil, Hildegard von Bingen, Anna Komnene, Marie de France and more. Alongside this, writing about women, from medical texts and advice books to histories stressing gender norms and conventions, helps us understand how women could navigate social expectations of the period from the household to the courts. Overall, this module illuminates the wealth of women’s writing in early and central medieval Europe, and the societies and women that produced them. | | | | |
|  |  |  |  |  |
| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | Classical Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History with Year Abroad | | |  |
|  | Medieval History | | |  |
|  | Medieval History with Year Abroad | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2601 | | | |
| **Module Name:** | Source Study: The Global Hispanic World (1760S-1980S) | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Graciela Iglesias Rogers | | | |
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| **Module Description:** | | | | |
| This course provides an opportunity to see the Hispanic world from a perspective that counters crude stereotypes, narratives of failure and geographical determinism. Students will learn not just how and why the Spanish language has become the third most widely spoken in the world, but also about the contribution, the challenges and the aspirations of the diverse communities that from the eighteenth to the twentieth centuries have enriched and contributed to expand the Hispanic presence throughout Europe, the Americas (North and South) and beyond. | | | | |
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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 | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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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: | Unseen Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2611 | | | |
| **Module Name:** | Source Study: From Austerity To Affluence: Everyday Life In Post-War Britain | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Sian Edwards | | | |
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| **Module Description:** | | | | |
| This module will investigate the everyday life of working class Britons in the period between 1945 and 1970. Charting the move from the austerity of the immediate post-war period to the apparent affluence of the late 1950s and early 1960s, you will be given the opportunity to explore the impact of consensus politics, shifting class structures, changing gender roles and immigration on the lives of ordinary people in Britain and will cover topics including: work, leisure, consumption, health and fitness, family, community, sexualities and changing cultural habits such as food and clothing. In doing so, the module will encourage you to think about the usefulness of the concept of 'the everyday' as a category of historical analysis. | | | | |
|  |  |  |  |  |
| **Specific to:** | American Studies and History | | |  |
|  | English Literature and Film | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Commentary (1,000 Words) | | 50% |  |
| 002: | Essay (2,000 Words) | | 50% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2707 | | | |
| **Module Name:** | Theme Study: Societies At War - England And France, 1189-1529 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | James Ross | | | |
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| **Module Description:** | | | | |
| During the three and a half centuries between the Third Crusade and the Reformation, England and France were either at war or in a state of uneasy truce. This module explores the reasons for the sustained hostility between the two kingdoms, studies the course of the wars and examines the reasons for both the successes and failures of both sides. It examines the impact of war upon society, including elites in both sides of the Channel, who were the leading participants in the war despite a shared cultural and linguistic heritage, and on the rest of the population. The module will also explore the role of the wars, particularly the more sustained period of the Hundred Years War (1337-1453), in the rise of a sense of nation in both kingdoms, and the changes in the nature of the two kingdoms over the period. | | | | |
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| **Specific to:** | Ancient, Classical and Medieval Studies | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
|  | History and the Medieval World | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Assignment I: Individual Oral Presentation | | 40% |  |
| 002: | Assignment Ii: Essay | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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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 | | | |
|  |  |  |  |  |
| **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. | | | | |
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| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | HS2803 | | | |
| **Module Name:** | Theme Study: The Renaissance Court: Power, Politics And Patronage | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ellie Woodacre | | | |
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| **Module Description:** | | | | |
| The module will explore the courts of Renaissance Europe between 1400-1700, The module will begin with an examination of the courts of 15th century Italy, including Milan, Ferrara and Urbino and will consider how these courts became a model for later courts across Europe, thanks in part to Castiglione's The Book of the Courtier. It will then explore princely courts across Europe and how they reflected both changing trends in fashion and the personalities of individual rulers. The workings of the court and the role of the courtier will be examined as will the position of the favourite and the royal mistress. Another key theme to examine is patronage, both in terms of politics and artistic production. Students will engage with key developments in both art and architecture as they examine the development of palaces and the artistic commissions and collections of various European rulers. | | | | |
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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: | Individual Oral Presentation | | 40% |  |
| 002: | Essay | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2907 | | | |
| **Module Name:** | Theme Study: Sisterhood - Before And After: Feminism In Twentieth Century Britain | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Sian Edwards | | | |
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| **Module Description:** | | | | |
| This module explores the development of feminist thought and action in Britain across the twentieth century. Starting with the Suffragettes and ending with the Spice Girls, it will chart the continuities and shifts in the history of feminism throughout the twentieth century and highlight the differences and similarities between the aims and methods of the Suffragettes, female activists of the 1950s, the Women’s Liberation Movement and ‘Third Wave’ feminists. Indeed, while each strand of feminism was very much a reaction to the time in which it emerged, there are also a number of continuities throughout the period. Themes that run throughout the course include: class and feminism, pacifism and feminist thought, the significance of femininity and motherhood, feminism and women’s organisations and the relationship between feminists and the political left. | | | | |
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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: | Assignment I: Individual Oral Presentation | | 40% |  |
| 002: | Assignment Ii: Essay | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | HS2908 | | | |
| **Module Name:** | Theme Study: Political Violence In Twentieth-Century Europe | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Emiliano Perra | | | |
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| **Module Description:** | | | | |
| From well before WWI to recent terrorist acts, political violence has been endemic in modern European history. The module explores this recurring phenomenon, which can be divided into two broad types with frequent areas of overlap between them: ethno-national (including ETA and IRA) and socio-political (for example, Red Brigades and Red Army Faction as well as Fascism and Nazism). The module will investigate manifestations of political violence in countries including, but not limited to, Italy, France, Spain, Ireland and Germany. How did these phenomena manifest themselves in these countries? How did society respond to these manifestations of violence and how do they remember and represent them? | | | | |
|  |  |  |  |  |
| **Specific to:** | American Studies and History | | |  |
|  | English Literature and Film | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History and Archaeology | | |  |
|  | History | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Individual Oral Presentation | | 40% |  |
| 002: | Essay (2,000 Words) | | 60% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | JM1901 | | | |
| **Module Name:** | Radio Production And Presentation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Brian Thornton | | | |
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| **Module Description:** | | | | |
| This module builds on the introductory module in semester one and moves on to establish a routine of weekly news reporting resulting as solo audio packages mixing reportage and script reading with interviews and other gathered sound material. The module also includes taught sessions on public affairs, local and national government as part of the weekly news reporting cycle. Work will be assessed according to the ‘fatal errors’ system devised and applied to all formative and summative assessment of practical journalism work. | | | | |
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| **Specific to:** | Journalism | | |  |
|  | Public Relations and Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | A Portfolio Of Work Reflecting The Contribution To A Jointly Produced Bulletin | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | JM1906 | | | |
| **Module Name:** | Introduction To Journalism | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Brian Thornton | | | |
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| **Module Description:** | | | | |
| This module provides an introduction to the media industries and the role of journalism in providing valuable commercial content for these businesses. At the same time it allows the student to amass certain preparatory skills and familiarity with media production systems and equipment. There are two main objectives for this module: for students to produce a short feature based on a journalistic organisation; and secondly to master the basics of news writing. | | | | |
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| **Specific to:** | Entertainment Journalism | | |  |
|  | Fashion Journalism | | |  |
|  | Journalism | | |  |
|  | Sports Journalism | | |  |
|  | Music Journalism | | |  |
|  | Public Relations and Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Article | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | JM2906 | | | |
| **Module Name:** | Journalism: Digital And Social Media | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Brian Thornton | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module explores the role and impact of social media in democratic and non-democratic societies and the role and impact of digital media in journalistic practices and organizations. | | | | |
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| **Specific to:** | Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Blog, 1,000 Words | | 30% |  |
| 002: | Essay, 2,000 Words | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | LW2501 | | | |
| **Module Name:** | Criminal Law - Principles And Personal Offences | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Amelia Shooter | | | |
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| **Module Description:** | | | | |
| The criminal law provides citizens with a framework set of rules for conducting day to day activities. Under the criminal law, those people who have been found to fail to comply to these rules are punished. The state – through legislation and common law – uses its power to uphold these rules and award punishments to those who offend. The criminal law covers a wide range of behaviours that vary in severity and regularity. This module focuses on the fundamental principles of criminal law. It explores key offences against the person, including non-fatal offences against the person, homicide, and sexual offences, and examines legal and moral issues relating to these offences. | | | | |
|  |  |  |  |  |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | LW2510 | | | |
| **Module Name:** | Equity And Trusts Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Beatrice Myers | | | |
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| **Module Description:** | | | | |
| To begin with, this module requires an appreciation of the historical development of Equity as a key means of understanding our current system of courts, and how equitable principles and remedies continue to play a crucial role in our justice system. You will be encouraged to consider a broad range of important themes, such as conscionability, fairness and justice, as well as Equity’s fundamental intention to promote flexibility in the application of the law. Much of this module will focus on the Trust, and how it operates in practice. The trustee, appointed to carry out the trust instrument, is bound by their duty to uphold the terms of the trust, and this module will explore the potential for serious breaches, and the consequences which arise as a result. | | | | |
|  |  |  |  |  |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | LW2511 | | | |
| **Module Name:** | Employment Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Christopher Hull | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module examines the key and topical issues in employment law from an individual perspective. The module will trace the operation of employment law from recruitment and selection, formation of contract, individual rights at work, through to redundancy and dismissal. | | | | |
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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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Problem Question | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | LW2514 | | | |
| **Module Name:** | Human Rights Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Khadijeh Masty | | | |
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| **Module Description:** | | | | |
| Can the government force us to be vaccinated? Do women have a right to abortion? Does the right to life also include the right to die? All these questions bring up fundamental questions of human rights, which play an ever-increasing role in modern society and the law. This module examines selected areas of the relationship between law and human rights, beginning with a consideration of what we might mean when we refer to human rights and civil liberties. During this module we will focus on the European Convention on Human Rights and the impact the Convention has on our domestic system. In addition to acquiring a general knowledge of how the system operates, we will be delving into in-depth examination of specific rights: absolute rights, such as the right to life; and qualified rights, such as the right to private and family life. | | | | |
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| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | LW2515 | | | |
| **Module Name:** | Sports And The Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Christopher Hull | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module examines the key legal and topical issues that arise in Sports Law. There is a particular focus on how sport interacts with law at national, European and international levels. Issues the module considers includes the legal nature of governing bodies, the anti-doping movement, the Olympics, the legality of fighting sports and the legal issues that flow from the increasing commercialisation of sport. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
|  | Law with Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | LW2518 | | | |
| **Module Name:** | Immigration Law And Policy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Khadijeh Masty | | | |
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| **Module Description:** | | | | |
| Immigration has long played a significant role in policy making and regularly features in political discussion and election campaigning. It has also for many years played a significant role in the economic, cultural and social wellbeing of nations. Nations have been keen to support managed immigration where it is thought it will support their economic interests and fill crucial skills gaps particularly in the health sector. However, they have also been more reluctant to grant leave to enter and remain to non-economic migrants and low-skilled economic migrants perceived to be a burden on the state finances and the social welfare system in a state. Economic and fiscal arguments for and against the admission of migrants also sits in a human rights policy context for family reunion and the rights to seek asylum. Reform of this area of law are inevitably bound up in this socio-political context and are in constant need of academic consideration. | | | | |
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| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | LW2519 | | | |
| **Module Name:** | Company Law - The Corporate Body | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Julian Dobson | | | |
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| **Module Description:** | | | | |
| This module looks at the complexities arising from the separate personality of a company, the benefits of limited liability in encouraging innovation linked to the dangers of abuse, and the company’s formation, framework, constitution and rules of attribution. The main focus will be on smaller private companies although some reference will be made to principles applicable to major corporations. English Company law has been the subject of a thorough programme of reform culminating in the Companies Act 2006 and the module addresses the policy behind the Act and provides scope 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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | LW3511 | | | |
| **Module Name:** | Employment Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Christopher Hull | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module examines the key and topical issues in employment law from an individual perspective. The module will trace the operation of employment law from recruitment and selection, formation of contract, individual rights at work, through to redundancy and dismissal. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Problem Question | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | LW3515 | | | |
| **Module Name:** | Sports And The Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Christopher Hull | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module examines the key legal and topical issues that arise in Sports Law. There is a particular focus on how sport interacts with law at national, European and international levels. Issues the module considers includes the legal nature of governing bodies, the anti-doping movement, the Olympics, the legality of fighting sports and the legal issues that flow from the increasing commercialisation of sport. | | | | |
|  |  |  |  |  |
| **Specific to:** | Law and Business Management | | |  |
|  | Law with Criminology | | |  |
|  | Law with Cyber Security | | |  |
|  | Law | | |  |
|  | Law with Media and Communication | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | LW3526 | | | |
| **Module Name:** | Family Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Sarah Dewar | | | |
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| **Module Description:** | | | | |
| Family Law is about relationships: between adults (marriage, civil partnership, co-habitation) It is also about property and the rights over property during a relationship and especially when the relationship ends. 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: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | LW3527 | | | |
| **Module Name:** | International Criminal Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Beatrice Myers | | | |
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| **Module Description:** | | | | |
| This module provides an overview of the complex and growing area of international criminal law. It examines the history of international criminal law, its past and present institutions, and the workings of the International Criminal Court, which resides at The Hague. It explores the international offences of genocide, war crimes, crimes against humanity, and aggression. The module gives students the opportunity to study and criticise international criminal law institutions and their work, including jurisdictional limitations of international criminal law, as well as the role of national legal mechanisms. | | | | |
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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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | LW3531 | | | |
| **Module Name:** | Philosophy Of Law | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Anat Scolnicov | | | |
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| **Module Description:** | | | | |
| This module aims to develop students’ theoretical knowledge and understanding of the nature and role of law. This provides the basis upon which to assess and evaluate a variety of theoretical perspectives. These include investigating differing conceptions of what the law is, and criticising the legal system from the perspective of utilitiarianist, Kantianian, Rawlsian, Nozickian and Marxist schools of thought. Students will examine the key values, attitudes and concepts underlying the law and apply them to current issues such as the death penalty; abortion; terrorism and responses to it); globalization and its impact on national sovereignty. | | | | |
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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 | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MC2005 | | | |
| **Module Name:** | Social Media, Advertising And Branding | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jose Ortega Chavez | | | |
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| **Module Description:** | | | | |
| This module examines the various ways in which social media is used in advertising and branding. Social media has been understood as a key channel in integrated marketing communications over the past few years and a presence on social media constitutes a significant aspect of most marketing campaigns and branding strategies. The module will consider the various strategies and techniques used in advertising and branding on social media; explore basic methods of analysis in monitoring social media, consider a number of case studies in which social media have been used and examine the effectiveness and limitations (including legal and ethical issues) of social media and engagement. Students will produce a detailed plan for the use of social media in a branding or advertising campaign including the production of exemplar material for use in a campaign. | | | | |
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| **Specific to:** | Creative Advertising | | |  |
|  | Film and Media Studies | | |  |
|  | Media, Communication and Advertising | | |  |
|  | Media, Communication and Journalism | | |  |
|  | Media and Communication | | |  |
|  | Media, Communication and Social Media | | |  |
|  | Media, Communication and Video Games | | |  |
|  | Public Relations and Journalism | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MC2009 | | | |
| **Module Name:** | Exploring Media Theory | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Alexander Laffer | | | |
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| **Module Description:** | | | | |
| This module aims to provide students with a thorough understanding with a number of the main theoretical approaches used in media and communications analysis. Accordingly, it focuses upon a number of key perspectives used in the academic study of the media. It examines a number of central topics students will learn how various theories can be applied to interpret these topics The module begins by problematizing the popular understanding of media and introducing a range of key theoretical traditions such as mass society theory, contemporary Marxist and feminist theory (and their variants), and post-structuralism. Students are encouraged to recognise underlying conceptions within these theories about the idea of the citizen, the nature of society, power, class and gender. Students will engage in a variety of exercises to familiarise themselves with the perspectives and learn how to integrate theoretical analysis into their wider work at level five and above. | | | | |
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| **Specific to:** | Film and Media Studies | | |  |
|  | 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: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MC2012 | | | |
| **Module Name:** | Gamification | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | James Williamson | | | |
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| **Module Description:** | | | | |
| Gamification is now a widespread and significant form of practice across a range of traditional and new media. This module examines the phenomena of gamification - the application of games design and mechanics to a non-game activity. Students are introduced to gamification and key concepts in game studies and consider the various game mechanics and techniques used in gamification. Topics include: how games work – what makes them ‘fun’; psychological motivations and game mechanics, using games in business; changing behaviour with games and the dark side of gamification. For the assessment students will engage in an activity of gamifying an existing process and designing gamified practices. | | | | |
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| **Specific to:** | Media, Communication and Advertising | | |  |
|  | Media and Communication | | |  |
|  | Media, Communication and Video Games | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MP1016 | | | |
| **Module Name:** | Radio Production And Podcasting | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Paul Rutter | | | |
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| **Module Description:** | | | | |
| This module requires students to utilise their knowledge of audio production methods either a pre-recorded podcast or a live radio show. The pre-recorded audio package will be produced individually and is expected to be devised with digital distribution in mind. Individually, students will be tasked with planning, rehearsing and recording these assignments. Students will have the opportunity to train in the radio studio prior to assessment, gaining the necessary skills to deliver a successful show. With guidance from tutors and technicians, this module will provide students with an introduction to the logistics, practices and pressures associated with traditional radio production and newer exclusively digital standards. | | | | |
|  |  |  |  |  |
| **Specific to:** | Entertainment Journalism | | |  |
|  | Fashion Journalism | | |  |
|  | Journalism | | |  |
|  | Sports Journalism | | |  |
|  | Music Journalism | | |  |
|  | Music and Sound Production | | |  |
|  | Popular Music: Production and Performance | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Project Output | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MT1903 | | | |
| **Module Name:** | Introduction To Musical Theatre | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT1904 | | | |
| **Module Name:** | Acting Foundations | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT1905 | | | |
| **Module Name:** | Voice In Action | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT1906 | | | |
| **Module Name:** | Musical Theatre Dance 1 | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT1908 | | | |
| **Module Name:** | Creative Devising Project | | | |
| **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 multitude of ‘texts’ to, ultimately, craft a devised group performance. The module employs skills developed in other modules to empower students as both individual and ensemble performers. The module introduces students to several key improvisation/devising techniques and practices, require students to devise a variety of solo or small performance pieces, before constructing (with the guidance of the tutor) a group performance for assessment. The group performance is likely to be contained, or influenced, by a broader theme, topic, or text(s) determined by the tutor. | | | | |
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| **Specific to:** |  |  |  |  |
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| **Assessments:** |  |  |  |  |
| 001: | Performance | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MT2905 | | | |
| **Module Name:** | Understanding Musical Theatre | | | |
| **Module Credits:** | 15 | | | |
| **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** |  |  |
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| **Module Code:** | MT2906 | | | |
| **Module Name:** | Advanced Acting Practices | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT2907 | | | |
| **Module Name:** | Developing The Voice | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT2910 | | | |
| **Module Name:** | New Musical Theatre Showing | | | |
| **Module Credits:** | 20 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Matt Lockitt | | | |
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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 first semester module is focused on pieces of new musical theatre that in their very early stages of development, and will provide a workshop space for writers, directors, dramaturgs, and performers to collaborate on the development of the piece resulting in a workshop showing. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Rehearsal And Performance Of The Workshop Material | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MT2912 | | | |
| **Module Name:** | Musical Theatre Dance 2 | | | |
| **Module Credits:** | 15 | | | |
| **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 | 24/25 | S1 |  |  |

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| **Module Code:** | MT3905 | | | |
| **Module Name:** | Technique And Repertoire | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Victoria Luke | | | |
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| **Module Description:** | | | | |
| This module continues training and further develops technical skills in singing, acting and dance, whilst simultaneously expanding student knowledge of repertoire and styles. The module aims to allow students to develop high quality voice and acting materials for auditions, show reels etc, whilst better preparing them for dance and movement auditions. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Vocal Reel | | 30% |  |
| 002: | Group And Solo Showcase Performance | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | MT3906 | | | |
| **Module Name:** | Theatre Company Project | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Hutchings | | | |
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| **Module Description:** | | | | |
| This module is designed to combine elements of learning from across the degree together, including creative devising, directing and dramaturgy, the implementation of dance skills to create choreography, acting, singing, as well as the industry module. Students will form small companies to engage in a process of experiential guided learning to gain experience in forming a company and making work. The module synthesises this practical focus with exploring certain business and funding models to provide deeper understanding of the infrastructure of the theatre industry. The aim is to give students the confidence to create similar work beyond the degree as a means of creating meaningful employment. | | | | |
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| **Specific to:** | Musical Theatre | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Critical Reflection | | 30% |  |
| 002: | Presentation | | 70% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO1104 | | | |
| **Module Name:** | Introduction To International Relations | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Sean Roberts | | | |
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| **Module Description:** | | | | |
| This module outlines the key theoretical perspectives within International Relations. It will provide students with an overview of the development of the discipline of International Relations considering key historical eras. The module assists students in developing a theoretical vocabulary by introducing them to the major approaches and their critiques within the discipline. It will also draw upon empirical examples of historical and contemporary significance and equip students to describe, analysis and understand them. For example, war, peace, globalisation and terrorism. Students will be encouraged to critically engage with these issues in order to comprehend the way in which different theoretical approaches shape meaning and understanding of them. | | | | |
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| **Specific to:** | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO1205 | | | |
| **Module Name:** | Introduction To British Politics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Sean Roberts | | | |
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| **Module Description:** | | | | |
| This module aims to introduce students to contemporary debates within British politics. Whilst focusing on contemporary issues, this module will also help students to understand the context and history of British political development. By focusing on British politics, students will be able to understand how British parliamentary democracy works. This will involve looking at political parties, the Great Offices of state, the role of the media and Britain's foreign relations. | | | | |
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| **Specific to:** | Journalism | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO2301 | | | |
| **Module Name:** | Us Foreign Policy: Institutions And Concepts | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Christine Ryan | | | |
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| **Module Description:** | | | | |
| COMPULSORY FOR ALL POLITICS AND GLOBAL STUDIES STUDENTS The foreign policy of the United States has had far reaching impact and global ramifications. The contemporary position of the US as the “world’s only superpower”, and her dominance in terms of world trade, military capacity, and cultural output, means that the foreign policy decisions of the US government are hugely consequential and worthy of study. This module will seek to explain how and why these decisions are made by introducing the key foreign policy concepts and ideological positions present in the US polity, as well as charting the institutions and offices under whose authority it falls to make them. Expanding on this, an analysis will be made of extra-governmental institutions, such as the media and its impact on policy. Students will gain from the module an understanding of the processes involved in formulating America’s foreign policy, the extent of its impact in the arena of international relations, and the objectives and motivations that drive it. | | | | |
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| **Specific to:** | English Language Studies Single Honours | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
|  | Politics with Law | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO2302 | | | |
| **Module Name:** | Political And Religious Themes In The Modern Near And Middle East | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Christine Ryan | | | |
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| **Module Description:** | | | | |
| This module introduces students to a number of the most significant issues in the political and religious agendas of the contemporary Near and Middle East. (Here, the ‘Near and Middle East’ shall be judged to stretch from Morocco to Afghanistan, including Turkey and the Sudan.) Utilising a variety of material, this course provides a solid grounding in the more conspicuous concerns that affect the region at the start of the Twenty-First Century. Critical interpretation of the issues under consideration is encouraged through the close reading of primary sources. Thus, week by week, the following themes will be studied, for example: The concept of the Near and Middle East. Key concepts in Islam: More than a religion Islam and politics: Where non-religious ideology and faith meet The end of the Ottoman Empire: Creating nation states in the region The concept and Zionism and the creation of Israel Key issues and possible conclusions to the Israeli-Palestinian conflict Hamas and Hizbullah: Giving the people what they want? The growth of jihadi groups from 1980 to date: Afghanistan to Iraq Secular political groups in the Middle East Religion and politics in Turkey and Morocco: Whither liberal Islam? Poverty, exclusion and emigration: Arabic exodus | | | | |
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| **Specific to:** | Anthropology | | |  |
|  | Geography | | |  |
|  | Global History and Politics | | |  |
|  | History and the Modern World | | |  |
|  | History | | |  |
|  | History and Politics | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO2303 | | | |
| **Module Name:** | Global Governance | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Christine Ryan | | | |
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| **Module Description:** | | | | |
| This module focuses on the workings of international institutions and the on-going debates that seek to reform them. Starting with the United Nations and other post-WWII institutions, the module moves on to cover a range of international institutions and non-government organisations that have a role in politics and global studies. The module will assess the relations between international institutions and the state (and other actors) and the degree of cooperation, collaboration and harmonisation (or otherwise) that exists between various bodies in a global setting. | | | | |
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| **Specific to:** | Business Management | | |  |
|  | Geography | | |  |
|  | History and Politics | | |  |
|  | Law with Politics | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
|  | Politics with Law | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO2410 | | | |
| **Module Name:** | The Modern American Presidency | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Sean Roberts | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| This module aims to introduce students to the issues surrounding the functioning of the American Presidency since 1945, and then to provide an analysis of the development of the office through the various Presidencies to the present day. The module will place presidential politics in the context of issues such as personality, campaigning, relations with Congress, recurrent domestic issues, national security and other wider socio-cultural-political affairs. | | | | |
|  |  |  |  |  |
| **Specific to:** | Global History and Politics | | |  |
|  | History and Politics | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO3607 | | | |
| **Module Name:** | The Global South: Politics, Inequality And (In)Security | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Sean Roberts | | | |
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| **Module Description:** | | | | |
| This module explores some of the most important issues for the Third World from a human -- rather than state -- perspective. An approach that adopts a human security approach is people-centred, emphasizing the need to create the necessary economic, social and political conditions for people to live dignified lives. Such things as health provision, education, poverty, political participation and hunger are therefore at the centre of the module. While in the past it seemed possible to achieve these goals within the domestic political arena, today, given the constraints of globalization, achieving human security demands global analysis and global action, an approach that is at the heart of this module. | | | | |
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| **Specific to:** | Anthropology and Archaeology | | |  |
|  | Anthropology | | |  |
|  | Geography | | |  |
|  | 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 | 24/25 | S1 |  |  |

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| **Module Code:** | PO3610 | | | |
| **Module Name:** | Populism And National Identity | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | William Sheward | | | |
|  |  |  |  |  |
| **Module Description:** | | | | |
| Recent years have seen a growth in “populist” politics: reacting to the perception that national and international governance is shaped by, and for the benefit of, an out of touch “international elite”. Populism has served as a voice for those who feel left behind by economic and social policy, and been exploited by those seeking political power. This resurgence of populism as a political stance has coincided with a rise in awareness of national and sub-national identity, fuelling political division. This module will examine the causes of populism and its history as a political force. It will also explore the link between the idea of identity and populism, and their common roots. Students will consider how both factors are shaping today’s political dialogue, and develop an understanding of how today’s political debate is shaped by these concepts, Examples will be drawn, principally, but not exclusively, from the USA, and Europe, notably the UK. | | | | |
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| **Specific to:** | History and Politics | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
|  | Politics with Law | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PO3611 | | | |
| **Module Name:** | Foreign Policy Analysis | | | |
| **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 foreign policy decisions, including the process of decision-making and the actual foreign policies pursued by state actors. This module begins by considering the nature of Foreign Policy Analysis (FPA) before introducing levels of analysis and their relationship to international relations theory as key tools for understanding and explaining how and why foreign policy decisions are made. This module explores a range contemporary and classic case-study examples to illustrate the role of individual leaders in foreign policy decision-making, the interplay of domestic and international politics in FPA, regional and international or systemic influences on foreign policy and key debates in the field, such as the rise of ‘civilian powers’, including supra-national foreign policy actors, such as the EU, and the problem of explaining continuity and change in FPA. | | | | |
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| **Specific to:** | Global History and Politics | | |  |
|  | History and Politics | | |  |
|  | Politics and Global Studies | | |  |
|  | Politics with International Relations | | |  |
|  | Politics | | |  |
|  | Philosophy, Politics and Economics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Briefing Paper (2500 Words) | | 70% |  |
| 002: | Exam (1 Hour) | | 30% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PS3828 | | | |
| **Module Name:** | Eyewitness Psychology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Beth Parsons | | | |
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| **Module Description:** | | | | |
| This module will provide students with the opportunity to study topics related to the psychology of eyewitness performance. Students will be introduced to a small number of key topics such as eyewitness testimony and suggestibility, interviewing witnesses and the Cognitive Interview, facial composites, eyewitness identification evidence, and vulnerable witnesses, for example child and older witnesses. 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 in first and second year modules regarding cognitive, social and developmental psychology and demonstrates how these areas relate to the real world issue of accuracy of eyewitness evidence within the Criminal Justice System. | | | | |
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| **Specific to:** | Criminology with Psychology | | |  |
|  | Forensic Investigative Psychology | | |  |
|  | Forensic Investigative Psychology (with Foundation Year) | | |  |
|  | Law with Psychology | | |  |
|  | 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: Practitioner Report 1 And 2 (2 X 900-1100 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | PS3829 | | | |
| **Module Name:** | Health Psychology | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Margaret Husted | | | |
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| **Module Description:** | | | | |
| This module will outline current literature, research, and conceptual debates in the field of health psychology. Lecture content will describe the application of health psychology theory in practice, and students will examine how health interventions are developed, implemented and evaluated. Over the course of the module students will learn about conceptual and historical issues that have influenced the field of health psychology. The module will give insight into topics that are of interest to practicing health psychologists, medical professionals, and researchers, including: stress and coping; health and well-being; the link between physical health and mental health; health interventions; and health-care delivery. | | | | |
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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: | Research Proposal (2400-2600 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | PS3833 | | | |
| **Module Name:** | Psychology Of Consumer Behaviour | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Kim Bradley-Cole | | | |
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| **Module Description:** | | | | |
| Consumer behaviour is the study of the processes involved when individuals or groups select, purchase, use or dispose of products, services, ideas or experiences to satisfy needs and desires. The module aims to introduce students to core topics in consumer behaviour and help them understand how organisations create and develop brands and how psychological theories can be/are applied to create and explain consumer behaviour. This module aims to equip students with essential applied thinking and implementation skills by focusing on how psychology can be/is applied in commercial practice. By the end of the course, students will have gained: • The opportunity to critically evaluate psychological theories in the context of understanding consumer behaviour; • An understanding of the conceptual layers of marketing, as well as specific practice topics such as product life-cycles, brand positioning and consumer segmentation; • Insight into contemporary debates around the role of marketing in influencing behaviour through the exploration of two applied topics. | | | | |
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| **Specific to:** | Criminology with Psychology | | |  |
|  | Forensic Investigative Psychology | | |  |
|  | Forensic Investigative Psychology (with Foundation Year) | | |  |
|  | Law with Psychology | | |  |
|  | Psychology and Child Development | | |  |
|  | Psychology single honours | | |  |
|  | Psychology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Reflective Essay (2000-2200 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | RT1503 | | | |
| **Module Name:** | Ethics And Religion | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Neil Messer | | | |
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| **Module Description:** | | | | |
| This module is designed to provide a thorough grounding in the academic study of ethics. Students will explore a range of current moral issues and debates in some or all of the following areas: science, technology and medicine; animals and ecological concern; gender, sexuality and intimate relationships; political, economic and social life. They will develop skills in analysing such debates through the study of selected philosophical, theological and/or religious approaches to moral reasoning. The module will give students an opportunity to develop a critical understanding of key historical and contemporary thinkers and traditions in ethics, and will explore some of the ways in which philosophical, theological and religious forms of moral reasoning have interacted in different times and places. | | | | |
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| **Specific to:** | Philosophy, Religion and Ethics | | |  |
|  | Theology, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Exam | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | RT1509 | | | |
| **Module Name:** | Living Religions: Judaism And Islam | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Christina Welch | | | |
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| **Module Description:** | | | | |
| This module introduces students to the scholarly study of Jewish and Muslim traditions. It engages students in the study of a small selection of key themes in Judaism and Islam, notably gender and ritual as well as the study of religion and/in culture. It also provides students with a grounding in both traditions, including their historical background. | | | | |
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| **Specific to:** | Philosophy, Religion and Ethics | | |  |
|  | Theology, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | RT1510 | | | |
| **Module Name:** | Joining The Conversation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Marika Rose | | | |
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| **Module Description:** | | | | |
| In this module we will focus on a key debate, topic or dilemma in the Christian tradition to collectively develop your academic skills. These skills will include textual analysis, research, note taking and academic writing. This module will show how lectures, reading and independent work might be utilised for effective written assessment. Students will be trained to read primary and secondary texts, and work within the parameters of Higher Education with increased confidence. Important topics for your success at university such as what constitutes good essay structure, understanding assessment criteria and how your work is marks, along with how to reference texts and avoid committing plagiarism will be introduced through this module. | | | | |
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| **Specific to:** | Philosophy, Religion and Ethics | | |  |
|  | Theology, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | RT1512 | | | |
| **Module Name:** | Philosophy In The Ancient World | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Timothy Secret | | | |
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| **Module Description:** | | | | |
| In this module we will begin to study philosophy through looking at its founding in Greek Antiquity, focusing in particular on the figures of Socrates, Plato and Aristotle. We will pay attention to what philosophy is and what characterises a philosopher, along with key questions relating to metaphysics, epistemology, politics and the polis. Beyond the core figure we will look at earlier Pre-Socratic philosophers and Sophists and ahead to the major Hellenistic schools of philosophy and the philosophers of the Roman Empire. | | | | |
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| **Specific to:** | Philosophy, Politics and Economics | | |  |
|  | Philosophy, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (2500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | RT1801 | | | |
| **Module Name:** | Paradoxes And Puzzles | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Nora Kreft | | | |
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| **Module Description:** | | | | |
| In this module we will explore a series of classic philosophical paradoxes and puzzles along with the solutions philosophers have offered to them over the ages. Through doing this, students will study basic logic and theories of ontology, along with developing a range of critical reasoning skills. Puzzles considered might include The Liar’s Paradox, The Ship of Theseus, The Paradox of the Heap, Russell’s paradox, whether God could create an immovable object, and a range of puzzles from science fiction involving time travel, cloning and mind reading. | | | | |
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| **Specific to:** | Philosophy | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | RT2127 | | | |
| **Module Name:** | Kant's Copernican Revolution | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Elina Staikou | | | |
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| **Module Description:** | | | | |
| This module focuses on one of the most important texts ever written, Kant’s Critique of Pure Reason. Beginning from the intellectual milieu it emerged from – Rationalism vs. Empiricism, Hume’s scepticism and Rousseau’s view of freedom – we will be dedicating a significant portion of the module to tackling some of the major issues addressed in this text. These include the notion of transcendental idealism and the thing-in-itself; Kant’s account of the nature of space and time; how categories and intuitions unite in perception of the world around us; the limitations Kant imposes on our knowledge of metaphysical entities – such as God, freedom and the self – and the role for faith and hope in these domains. We will place Kant’s first Critique in the context of his works on ethics, aesthetics, science, politics and religion, and provide a brief account of how Kant’s work relates to his successors. | | | | |
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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** |  |  |
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| **Module Code:** | RT3530 | | | |
| **Module Name:** | Phenomenology And Existentialism | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Timothy Secret | | | |
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| **Module Description:** | | | | |
| As the Second World War ravaged the globe, the existentialism movement formulated itself as a wave that would transform post-war values and culture. With one foot in the phenomenological method of philosophical investigation and the other in more literary works, a series of thinkers produced a set f works that are still being responded to. In this module we will look at some of those works by thinkers such as Husserl, Heidegger, Sartre, Simone de Beauvoir, Levinas, Camus and Merleau-Ponty – along with some of their critics. We will see how the very notion of what it is “to be” and particularly “to be human” was put in question by these thinkers, what it meant to live “authentically” and how these thinkers rethought human finitude and freedom. This will be related to developments beyond philosophy, such as the role of such thinking in art, politics and religion. | | | | |
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| **Specific to:** | Philosophy | | |  |
|  | Philosophy, Politics and Economics | | |  |
|  | Philosophy, Religion and Ethics | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SC2000 | | | |
| **Module Name:** | Caring Communities | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Craig Johnston | | | |
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| **Module Description:** | | | | |
| Community is increasingly the setting where care takes place and is managed. From domestic homes, schools, GP surgeries, youth clubs to residential and hospital settings this module explores the broad nature of care, ranging from caring within families, community health care, education, acute care in hospitals and social care in the community. The interconnections between the care services will be analysed, and ideas drawn from Level 4, including ‘International Contexts’ explored. Students will explore how a community can respond to the needs of different groups of people against a background of rapid and continuing social change across the UK. It will highlight the critical debates surrounding ‘duty’ and ‘responsibility’ towards ourselves and those around us, either in families or communities. | | | | |
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| **Specific to:** | Health and Social Care (Disability Studies) | | |  |
|  | Health and Social Care | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SC3006 | | | |
| **Module Name:** | Law And Ethics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Craig Johnston | | | |
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| **Module Description:** | | | | |
| This module critically engages with legal and ethical issues within the field of health, community and social care. The first part of the Module evaluates moral theories, values, principles, and professional regulations relevant to the field. The second part of the Module explores legal issues by focussing on specific relevant areas. The Module will provide you with the ability to differentiate between what ought to be done and what must be done in practice. Students will be encouraged to reflect on their own value systems and those of professions in the sector, and to develop a deep understanding of how those affect ethical decision making and relationships with service users and clients. | | | | |
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| **Specific to:** | Health and Social Care (Disability Studies) | | |  |
|  | Health and Social Care | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SC3008 | | | |
| **Module Name:** | The Media, Health And Social Care | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Sarah Earthy | | | |
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| **Module Description:** | | | | |
| The media is a significant entity in contemporary society, both in terms of the communication of information and provision of entertainment and in influencing people’s beliefs, attitudes and behaviour. The spread of popular access to the internet and the emergence of social media that enable users to create and share content and develop new forms of social network has further transformed the impact of the media in everyday life. This module explores the relationship between the media and health and social care from two perspectives. The first is how the media (both traditional and digital) influence health behaviours and public attitudes towards health, social care and disability. The second perspective is how health and social care professionals, agencies and service-users might use different types of media to inform, campaign and facilitate support. | | | | |
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| **Specific to:** | Health and Social Care | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SFTW4001 | | | |
| **Module Name:** | Computational Thinking | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Cyber Security | | |  |
|  | Software Engineering | | |  |
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| **Assessments:** | MAP\_CODE=RANGE=1 |  |  |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SFTW4002 | | | |
| **Module Name:** | Principles Of Programming | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Cyber Security | | |  |
|  | Software Engineering | | |  |
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| **Assessments:** | MAP\_CODE=RANGE=1 |  |  |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SFTW4003 | | | |
| **Module Name:** | Secure Systems And Infrastructure Design For Organisations | | | |
| **Module Credits:** | 30 | | | |
| **No. of Periods:** | 2 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** |  | | | |
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| **Module Description:** | | | | |
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| **Specific to:** | Computer Science | | |  |
|  | Cyber Security | | |  |
|  | Software Engineering | | |  |
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| **Assessments:** | MAP\_CODE=RANGE=1 |  |  |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SO1908 | | | |
| **Module Name:** | Issues And Debates In Social Policy | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | David Bown | | | |
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| **Module Description:** | | | | |
| This module explores the topic of social policy. It is a topic that is wide in scope, and you will become familiar with how significant it is to meeting our basic human needs (welfare/wellbeing). As we progress through the module, you will learn about the welfare state along with some of the key areas of social policy. We are going to cover areas such as: income maintenance, housing, and crime, justice and punishment. In addition to developing your knowledge and understanding of important social-policy issues, you will learn how to work in a group effectively as well as becoming familiar with an innovative way of disseminating information that academics use at conferences – the poster presentation. At the end of the module, you will realise how social policies affect all of our lives. | | | | |
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| **Specific to:** | Criminology and Sociology | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Group Poster Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SO2908 | | | |
| **Module Name:** | Environment, Climate Change And Globalisation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ritsuko Ozaki | | | |
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| **Module Description:** | | | | |
| In this module we consider how societal and ‘natural’ environments interact. Global environmental problems such as climate change and the decline of ecological habitats have led to calls for urgent changes to the dominant understanding of social, economic and human development. Particular understandings of globalization and related matters are themselves mediated expressions of the world-spanning conditions under which accounts of environmental concerns are produced. Concepts such as ecological modernisation, low carbon development and sustainability all depict alternative environmental approaches to human societal development. The module aims to provide an overview of sociological approaches to the current issues and enable the development of critical thinking about a number of selected topics concerned with the interface between environment, climate change, globalisation and society. Topics addressed include, social theory and the environment, environmental consciousness, environmental risks, the social construction of environmental issues, environmental social movements and political parties, environmental political thought, sustainable development and globalisation and the environment. | | | | |
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| **Specific to:** | Animal Welfare and Society | | |  |
|  | Criminology and Sociology | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Group Film | | 60% |  |
| 002: | Individual Reflection | | 40% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SO2911 | | | |
| **Module Name:** | Race, Ethnicity And Migration | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ulrike Ziemer | | | |
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| **Module Description:** | | | | |
| This module introduces students to a comparative sociological study of race, racism, ethnicity, and migration. It traces the origins and development of the concept of race by exploring the importance of slavery and European colonialism in producing modern understandings of race and racial difference. It explores the role of race as a major source of social divisions and aims to show the significance of racism in the reproduction of structural inequalities and exclusions. Race/ethnic categories vary significantly across time and place and it is crucial to explore national and global empirical examples to gain a critical understanding. Therefore, an important aspect of this course is its focus on the global dimensions and manifestations of racism, ethnicity and migration. The module will address a range of contemporary debates related to ‘race’ and ethnicity such as racism, multiculturalism, anti-semitism, Islamophobia, nationalism and national identity. | | | | |
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| **Specific to:** | Anthropology | | |  |
|  | Criminology and Sociology | | |  |
|  | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SO2916 | | | |
| **Module Name:** | Gender And Sexualities | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Ulrike Ziemer | | | |
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| **Module Description:** | | | | |
| This module takes a contemporary look into gender and sexuality. It examines the biological and social constructionist explanations of sex, sexuality and gender. There is a focus on masculine and feminine identities, along with how they differ across cultures. The module also looks at forms of sexuality and how ideas about human sexuality have undergone some significant changes over the last few decades, especially within western societies. There has, for example, been a relaxing of attitudes towards gay and lesbian couples in relation to marriage (civil partnerships). Some other areas covered within the module are sex work and the global sex industry. | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Essay (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SO3911 | | | |
| **Module Name:** | Social Movements And Collective Action In The Internet Age | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Rose Holyoak | | | |
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| **Module Description:** | | | | |
| The emergence of new forms of 21st century protest movements such as the Arab Spring in the Middle-East to the 'indignados' protests in Spain, the Occupy movement and the Black Lives Matter new civil rights movement in the US, the Austerity and Stop the War movements in Britain have highlighted the significance of social media in changing public opinions and bringing new forms of social change and political democracy. Activists’s strategic use of technology and digital media activism through Twitter and Facebook has ensured occupation of local public spaces such Zuccotti Park in New York, Tahir Square in Cairo, Taksim Square in Turkey and Trafalgar Square in London as well as claims to cyberspace, by activating already established local and transnational networks of collective action. This module introduces students to the study of social protest movements around the world drawing from empirical research and theories of collective behaviour, social change, culture, symbolic interactionism, and globalization to examine the historical, social, cultural and political foundations of 20th and 21st century social movements. It will explore case studies of contemporary social movements challenging poverty, structural inequalities and austerity in a number of societies across the globe. | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SO3914 | | | |
| **Module Name:** | Disability And Society | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Ritsuko Ozaki | | | |
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| **Module Description:** | | | | |
| This module provides you with an insight into the Sociology of disability. It looks at the terms used to discuss disability, along with the extent of disability around the world. You will be introduced to two key frameworks of understanding disability: the individual model of disability and the social model of disability. The module will examine how disabled people experience discrimination, exclusion and social oppression, and what, if any, measures have been introduced to bring about social change. For example, the module refers to the 2006 UN Convention on the Rights of Persons with Disabilities and recognises that disability became a protected characteristic in the 2010 Equality Act. | | | | |
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| **Specific to:** | Sociology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Briefing Paper (2,500 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SO3916 | | | |
| **Module Name:** | Global Spaces Of Education | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | David Bown | | | |
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| **Module Description:** | | | | |
| As a fundamental driver of social justice, education plays a vital role in contemporary societies. While the concept typically evokes the classrooms of schools and universities, in reality education is something occurs both within and beyond these spaces and is of relevance across the life course. This module introduces students to dominant philosophies of education, from those that view learning as preparing young people for the labour market, to those that take a more radical and liberatory perspective. In examining the changing and diverse spaces and concepts of education, students will become familiar with key debates about education in the geographies and sociological of education and analyse trends and processes such as internationalisation, the knowledge economy, and marketisation. The module considers contexts and practices of education for children, young people, and adults, and explores how policies can tackle or perpetuate inequalities of opportunity and outcome. | | | | |
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| **Specific to:** | Criminology and Sociology | | |  |
|  | Geography | | |  |
|  | Liberal Arts and Sociology | | |  |
|  | Sociology | | |  |
|  | Sociology (with Foundation Year) | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report (3,000 Words) | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP1508 | | | |
| **Module Name:** | Global Sport Business | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Andy Stevens | | | |
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| **Module Description:** | | | | |
| Sport is evolving and growing into a global, complex and dynamic industry. This module explores the sport industry and its stakeholders. In spectator sports, consumer markets have been established for ticketing and hospitality, food and beverages, retail and merchandising, while business markets for broadcast, sponsorship and licensing rights have concurrently been developed. Similarly, participation sport has become more competitive, especially since London 2012, with existing and new sports and sport providers attempting to acquire and retain participants. Sport business is both global, with dominant markets such as North America and emerging markets in Africa and Asia, while the local market for sport in Hampshire and Winchester contributes to the local economy and to health and wellbeing. | | | | |
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| **Specific to:** | Sports Journalism | | |  |
|  | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP1510 | | | |
| **Module Name:** | Sport Physiology For Coaches | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Steve Smith | | | |
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| **Module Description:** | | | | |
| This module will introduce students to the major scientific principles that underpin coaching practice and the importance of applying sport and exercise physiology in the coaching domain. Key scientific aspects of human and performance physiology will be explored including the biochemistry of exercise and physiological responses to training (adaptation). 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:** | Sports Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP1511 | | | |
| **Module Name:** | Coaching Practice 1 | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 4 | | | |
| **Module Tutor:** | Richard Cheetham | | | |
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| **Module Description:** | | | | |
| This module provides an introduction to understanding coaching through recognition of the learning process using open and closed skills. The importance of appropriate developmental session design is a key element of coaching practice and this module seeks to ensure that students are aware of the considerations and approaches that are fundamental to effective learning. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport Coaching and Psychology | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Practical Skills Assessment | | 100% |  |
| **Availability:** |  |  |  |  |
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| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP2506 | | | |
| **Module Name:** | Physiological Responses To Exercise | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Scott Hannah | | | |
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| **Module Description:** | | | | |
| This module aims to extend students’ knowledge of physiology by exploring the acute responses of physiological systems to sport and exercise. Additionally, the long-term adaptations to exercise training are investigated as well as the transitional effects of starting exercise from rest. Students will be given an opportunity to further enhance their laboratory skills and to apply their theoretical knowledge to practical settings. | | | | |
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| **Specific to:** | Sport and Exercise Science | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP2507 | | | |
| **Module Name:** | Control And Co-Ordination | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Whittle | | | |
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| **Module Description:** | | | | |
| This module will aim to give students an understanding of a number of theoretical models concerned with the development and control of human movement patterns. Students will explore quantitative approaches to analysing these movements with a particular focus on the student’s ability to accurately analyse the data collected and provide scientifically underpinned reasons for their findings. There will be a range of topics covered from single joint skill performance to whole body co-ordination tasks as well as the role of movement variability in skilled performance. | | | | |
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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 | 24/25 | S1 |  |  |

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| **Module Code:** | SP2508 | | | |
| **Module Name:** | Biomechanics In Action | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Chris Whittle | | | |
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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 also 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: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP2509 | | | |
| **Module Name:** | Coaching Special Populations | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Steve Smith | | | |
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| **Module Description:** | | | | |
| This module will examine sport, exercise and physical activity as well as game-related and competitive domains such as the Special Olympics and Paralympics. Indeed, ‘special populations’ encompasses both populations with disability /disease and populations defined in terms of demographic descriptors such as age, ethnicity, sexuality and gender. This module takes an evidence-based approach to coaching individuals, groups and teams from such populations. | | | | |
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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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| **Module Code:** | SP2510 | | | |
| **Module Name:** | Sport Mechanics For Coaches | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | David Jessop | | | |
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| **Module Description:** | | | | |
| This module focuses on assessing the performance of individual athletes in coaching settings. It specifically looks to quantify the biomechanical aspects of performance and will develop within students the ability to undertake biomechanical measurements and present these in a way coaches and athletes can use effectively. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP2514 | | | |
| **Module Name:** | Sport Venue And Event Management | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Andy Stevens | | | |
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| **Module Description:** | | | | |
| Sport is often delivered by the organisation of an event or programme of events, which are hosted in stadiums, arenas or other venues. This module examines the operation and project management of these venues and events. Venues range from stadiums and arenas for spectator sport and places for participation, including recreational, training, performance and academy facilities. They can be sport-specific or multi-sport. The sport event market comprises grassroots activities through to mega events such as the Olympic and Paralympic Games. The management of venues and events is therefore paramount to sport and for the organisations that own, manage and control sport. | | | | |
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| **Specific to:** | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP2518 | | | |
| **Module Name:** | Psychological Skills | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 5 | | | |
| **Module Tutor:** | Jo Batey | | | |
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| **Module Description:** | | | | |
| This module introduces students to a range of psychological skills techniques which have been used to enhance performance in both sport settings. These techniques are designed to enhance psychological skills such as emotional regulation, focus and concentration, self-confidence and stress management for athletes. Students will see progression between some of the theories and concepts covered at level 4 and how those theories have provided the basis for the psychological skills introduced here. Moreover, students will develop an understanding and appreciation of new theories and research designed to explain the function and efficacy of specific skills. Students will have the opportunity to experiment with these skills, design appropriate interventions and consider how these can impact upon athletes’ experiences in performance related, competitive environments. | | | | |
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| **Specific to:** | Sport and Exercise Psychology | | |  |
|  | Sport Psychology and Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP3502 | | | |
| **Module Name:** | Applied Sport Psychology | | | |
| **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 a range of potential philosophical and theoretical approaches to the delivery of applied sport psychology services. Students will be required to explore their own potential approach to service delivery and understand the differences in delivery from a variety of perspectives. This critical exploration will be developed from a foundation understanding of practitioner processes when working including assessment, intervention and evaluation. | | | | |
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| **Specific to:** | Sport and Exercise Psychology | | |  |
|  | Sport Psychology and Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Presentation | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SP3504 | | | |
| **Module Name:** | Nutrition In Sport And Exercise | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | James Belsey | | | |
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| **Module Description:** | | | | |
| This module aims to critically evaluate the physiological and biochemical principles of sport and exercise within a nutritional context. Detailed consideration will be focused towards macronutrients and their role for individuals within a range of sport and exercise contexts. The module will provide students with skills surrounding the assessment and analysis of nutritional intake. The use of nutritional and supplement strategies will be critically evaluated in terms of performance enhancement and health. | | | | |
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| **Specific to:** | Nutrition and Health | | |  |
|  | Sports Coaching | | |  |
|  | Sport and Exercise Science | | |  |
|  | Strength, Conditioning and Fitness | | |  |
|  | Sports Coaching and Performance | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |

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| **Module Code:** | SP3505 | | | |
| **Module Name:** | Sport Entrepreneurship And Innovation | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Andy Stevens | | | |
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| **Module Description:** | | | | |
| The sport, exercise and health sectors are made up of thousands of small-to-medium size companies, including commercial and social enterprises, some of which will grow into large organisations. This module is designed for final year students who are considering starting, or working in, an entrepreneurial environment. The formation and management of a small business presents a unique challenge for entrepreneurs. Students may also have aspirations to develop and launch an innovative sport product or service. Indeed, sport relies on creative and innovative solutions to enable sport organisations and individuals to achieve their sporting and commercial objectives. | | | | |
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| **Specific to:** | Law with Sports | | |  |
|  | Sport Coaching | | |  |
|  | Sport and Exercise Science | | |  |
|  | Sport Management | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SP3510 | | | |
| **Module Name:** | Advanced Physiological Assessment | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Scott Hannah | | | |
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| **Module Description:** | | | | |
| This module aims to provide students with the skills and knowledge required to perform advanced laboratory physiological testing. It will focus specifically on usage of advanced technical methods and equipment to evaluate physiological function including ultrasound imaging, hypoxicator and near-infrared spectroscopy. | | | | |
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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** |  |  |
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| **Module Code:** | SP3511 | | | |
| **Module Name:** | Rehabilitation Biomechanics | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Whittle | | | |
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| **Module Description:** | | | | |
| This module will aim to encourage students to draw on their understanding of the concepts learnt at levels four and five to critically evaluate literature and raise an awareness of the contemporary biomechanical and professional techniques used in the rehabilitation of injuries and disabilities. Students will be encouraged to use practical knowledge and their understanding of the ethical implications of working with injured individuals to evaluate current practice and be critical of the role that biomechanics can play in the treatment and support of injured individuals. | | | | |
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| **Specific to:** | Sports Coaching | | |  |
|  | Sport and Exercise Science | | |  |
|  | Strength, Conditioning and Fitness | | |  |
|  | Sports Coaching and Performance | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Written Assignment | | 100% |  |
| **Availability:** |  |  |  |  |
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| **Module Code:** | SP3519 | | | |
| **Module Name:** | Advanced Sport Physiology For Coaches | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Steve Smith | | | |
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| **Module Description:** | | | | |
| This module will build upon understanding from previous sport and exercise physiology modules to critically evaluate literature and contemporary topics in research. Students will use their practical skills and understanding of physiological parameters to identify and conduct appropriate tests in sport coaching settings. Additionally, students will learn sound methods of data collection and analysis to enable the interpretation and critiquing of results. | | | | |
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| **Specific to:** | Sport Coaching | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Report | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SP3521 | | | |
| **Module Name:** | Digital Sport Entertainment | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Jason Tuck | | | |
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| **Module Description:** | | | | |
| This module critically examines the sporting experience, providing an understanding of the relationship between sport, its consumers, and the media. The module equips students with the tools required to work with the media, to critically examine resource, as well as engage with and through social mediam platforms. | | | | |
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| **Specific to:** | Sports Business and Marketing | | |  |
|  | Sport Management | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Portfolio | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
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| **Module Code:** | SP3522 | | | |
| **Module Name:** | Advanced Training Techniques | | | |
| **Module Credits:** | 15 | | | |
| **No. of Periods:** | 1 | | | |
| **Level:** | Level 6 | | | |
| **Module Tutor:** | Chris Ford | | | |
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| **Module Description:** | | | | |
| This module will advance students’ programming and session design by focusing on specific aspects of training such as velocity, contact time, etc. Students will look critically at current trends and equipment within the literature and appraise appropriate times to use them. Students will also use previously learnt training methodologies and adapt them for specific scenarios to drive adaptation in more advanced athletes. | | | | |
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| **Specific to:** | Strength, Conditioning and Fitness | | |  |
|  | Strength and Conditioning | | |  |
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| **Assessments:** |  |  |  |  |
| 001: | Oral Assessment | | 100% |  |
| **Availability:** |  |  |  |  |
| **Occ.** | **Year** | **Semester** |  |  |
| A | 24/25 | S1 |  |  |