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Our shared mission is to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities and building a sustainable future. This Partnership Agreement is part of this vision and was developed in equal partnership between Canterbury Christ Church University, Christ Church Students' Union and students.

## WE VALUE

- The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual
- The integration of excellent teaching, research and knowledge exchange
- The celebration of being a part of a community which recognises the power of higher education to enrich individuals
- Our friendly, inclusive and professional community of students and staff, preparing individuals to contribute to a just and sustainable future.

## THE UNIVERSITY

To this end the University undertakes to provide students with:

- A high quality, holistic student experience and opportunities in relation to learning and the wider experience of university
- Access to appropriate support, information, advice and guidance on all aspects of studying, living and working before, during and after their programme.

## STUDENTS

To this end students undertake to:

- Be proud ambassadors for the University and the Students' Union and represent them in a manner that best promotes their respective reputations
- Take responsibility for managing their own learning: actively engaging in their programme and supporting their student representatives to help create meaningful dialogue and impactful change.

## THE STUDENTS' UNION

To this end the Students' Union undertake to:

- Represent the interests of students at the University at local and national levels, and champion student representation
- Provide independent advice on academic issues
- Provide a wide range of services and opportunities to support active student and community engagement.

## INTRODUCTION

Welcome to the Erasmus+ Mobility Study Abroad Programme Course Catalogue 2017-18.

The catalogue is split into subject areas listing modules available in Level 4 (Year 1), Level 5 (Year 2) and Level 6 (Year 3) modules of our undergraduate (Bachelor) courses. We only recommend you take level 6 modules if required (and discussed) by your home institution, as a high level of knowledge is expected.

The modules listed in this document are subject to change due to revalidations or the module no longer running because of lack of student numbers. Occasionally some modules do become over-subscribed and this could also prevent you joining the module. Once you have made your choices and completed your Learning agreement your departmental Erasmus+ Coordinator will contact you. It is important to regularly check your emails so that we can work with you to create your schedule.

If you have any questions regarding our modules please do not hesitate to contact the International Office: [erasmus@canterbury.ac.uk](mailto:erasmus@canterbury.ac.uk)

### Key Contacts

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## AMERICAN STUDIES

*Please note that the modules below are available to exchange students but subject to confirmation and available spaces.*

### MAMMD1SAF A Story of American Freedom? 1: The History of the United States from Pre-contact to the Civil War

[10 credits] Semester 1, Year 1 (Level 4)

Is American History a story about freedom? In this module, which explores domestic US history from indigenous Native Americans settlements to the present, students are able to consider this question, as well as gain a broad basis of knowledge. The module will cover both traditional historical narratives and introduce students to interdisciplinary approaches to the study of US cultural history. Themes will include immigration and the concept of the “melting pot,” race relations, gender, class conflict, and the notion of “liberty.” Students will use a range of sources to explore these themes, including traditional textual sources but also art, literature, and other cultural documents.

### MAMMD1AMC American Cinema Since 1950

[10 credits] Semester 1, Year 1 (Level 4)

The module aims to develop the student’s understanding of genre, as a critical concept, as part of Hollywood industrial practice and as a critical tool for examining audience expectations and pleasure. The module also aims to examine the history of the decline in Hollywood studio production in the 1950s and the reconfiguration of the industry in the New Hollywood. Finally the module aims to examine Hollywood’s relationship to notions of American national identity and introduce the students to the major social, political, institutional and aesthetic features of American cinema in the 1950s and 1980s and to highlight the connections between these periods.

### MAMMD1SAR A Story of American Freedom? 2: The History of the United States from Reconstruction to the Present

[10 credits] Semester 2, Year 1 (Level 4)

The module is structured chronologically, covering the period from Reconstruction to the Present. Topics will include Reconstruction, the Gilded Age and Progressivism, the Jim Crow South, the exploration of the West, the Depression and the New Deal, the Civil Rights Movement, and contemporary American social and cultural history. The module aims to introduce an element of enquiry-based learning and research-led teaching. As such the module will cover both traditional historical narratives and introduce students to interdisciplinary approaches to the study of US cultural history. Themes will include immigration and the concept of the “melting pot,” race relations, gender, class conflict,

and the notion of “liberty.” Students will use a range of sources to explore these themes, including traditional textual sources but also art, literature, and other cultural documents.

**MAMMD1RAM: Rise of the American Colossus: US Foreign Policy since 1898**

**[10 credits] Semester 2, Year 1 (Level 4)**

In 1898 the United States went to war with the Spanish Empire; and victory in what US Secretary of State John Hay described as a “splendid little war” arguably marked the starting point of the rise of the American colossus in the modern era. This module aims to introduce students to the key events, concepts and historical debates that have punctuated American foreign affairs since the Spanish-American War. It also aims to provide students with a foundation of specialist knowledge of US foreign policy through a chronological exploration of the rise of the United States into a great power in the first half of the 20th century, and then chart its trajectory as a superpower from the end of World War Two through the Cold War to the present day.

**MAMMD1NAT The Invention of America: Texts and Contexts from 1607 to the Present**

**[10 credits] Semester 2, Year 1 (Level 4)**

The module provides students with an introduction to American literature, developing their responses to written and visual narratives of the “New World” and of the United States of America, from the initial, colonial rhetoric of discovery and the Puritan call for the foundation of a “City upon a Hill” to the establishment of national cultural traditions in the 19th century and beyond. Students are encouraged to trace continuities and identify discontinuities in the treatment of foundational myths, the definition of quintessentially American concepts, and the acknowledgement of the dark underside of the national narrative of democracy and progress. The module thus also raises students’ awareness of how native peoples, African Americans and other ‘minority’ cultures relate to their own environments and ‘American’ identities.

**MAMMD2AAC Atlantic Americas: Commerce, Domination, and Resistance in the Atlantic World, 1500-1800**

**[10 credits] Semester 1, Year 2 (Level 5)**

This module aims to introduce students to the early modern ‘Atlantic world’ and the place of ‘the Americas’ within it. The early modern Atlantic world is broadly defined as a set of colonizing and colonized states ringing the Atlantic Ocean, across the main stem of ‘first wave’ colonization in the recent past, beginning with Jamestown and early Spanish colonization of the Americas, and ending with wars of independence between the colonies and the metropole, the Haitian revolution, and the Louisiana purchase. It focuses on how networks of trade, migration, law, and exploitation shaped a diverse array of peoples and polities, from England itself, to Ireland, Mexico, the Caribbean, the eastern seaboard of the United States, and parts of Canada. The module aims to forge connections beyond the traditionally national(ist) stories of single states and Empires. This module will ‘visit’ strong themes such as trade, native and enslaved lived experiences,

migration, and imperial domination twice, over its duration. Students will be exposed, for example, to pre-contact native histories, and to post-Columbian exchange native histories, offering them a clear narrative of change over time. 'Strands' of historical narrative organize this account: law and migration, native and enslaved lived experience, cultural exchange, colonialism and trade, religion.

### MAMMD2BBO Banned Books: A Literary History of the United States

[10 credits] Semester 1, Year 2 (Level 5)

The aim of the module is to introduce students to the politics, ethics, and circulation of taboo culture in the United States. For as long as books have been published in the United States (and even before), some have been banned, seized, and burned. In considering literary and cultural texts from 'The Adventures of Huckleberry Finn' to 'To Kill a Mockingbird' and 'The Bluest Eye,' this module offers a literary history of the United States through the lens of the banned book, focusing on the changing – or otherwise – priorities of censors and how they reflect changes in society. Some of the questions the module hopes to answer include: Why were these books censored? What can (or should) be regulated? Who is (or should be) the authority? The module will be organized into thematic clusters that consider literary and cultural texts that were and/or continue to be banned in the some or all of United States for reasons of politics, race, sexuality, religion, and language, among others. Students will engage with the changing definitions of "Blasphemy", "Sedition", "Obscenity", "Censorship", and even "Adulthood" in order to fully grasp the "core" issues related to the banning of literary and cultural texts.

### MAMMD2UNL Uneasy Neighbours: US Foreign Policy in Latin America, 1823 to the Present

[10 credits] Semester 1, Year 2 (Level 5)

In 1823 President James Monroe enshrined three central principles within the Monroe Doctrine that have dominated and vexed US foreign policy ever since- neutrality outside the Americas, non-intervention in Europe's existing colonies, and anti-colonialism. This module aims to explore the often troubled relationship between the United States and its neighbours in the western hemisphere and to examine the extent to which US foreign policy has been governed by Monroe's core principles since the early 19th century. The module challenges students to engage with primary evidence through the critical analysis of a selection of keynote foreign policy documents from the period.

### MAMMD2PCT Political Concepts in 21st Century America

[10 credits] Semester 2, Year 2 (Level 5)

This module provides a comprehensive introduction to the political system of the United States of America and engages in an examination of the political outcomes this system generates. The module focuses on the core ideas that influence US politics and the key actors that participate in the American political system. These actors and institutions include the president, Congress, the Supreme Court, political parties, and the electorate.

At heart the module explores the agency versus structure debate that highlights the structural constraints placed on political actors like the president and its impact on the politics of the United States.

### **MAMMD2RRU Race and Racism in the United States, 1607 to the Present**

**[10 credits] Semester 2, Year 2 (Level 5)**

Race has played a central role in shaping American national identity, political institutions and the (unequal) distribution of resources. Beginning with the perspective that race is integral to the socio-political order of the United States, this course, with a long historical lens, pays particular attention to the racial formation of people of colour in America, and the role of race in the development of national politics and policy. The course explores the historical development of US racial formation through discussions of Native American Ethnic Cleansing; the US Annexation of Mexican Territory; Nativism and Immigration Policy; the Chinese Exclusion Act and Japanese Internment; and African Enslavement and Miscegenation Laws. Additionally, this course will investigate how the legacies of racial subordination, struggle and resistance continue to shape contemporary racial hierarchies and racist myths in contemporary America.

### **MAMMD2RRP Removal to Red Power: American Indian History 1830s- 1950s**

**[10 credits] Semester Two, Year 2 (Level 5)**

The module explores the period from Removal in the 1830s through to the Termination era in the 1950s and discusses two intertwining histories: US ideology and Indian policy that were underpinned by the nineteenth century belief in Manifest Destiny, the belief in Euro-American cultural supremacy, and by patterns of forced assimilation through 'Americanisation'; and the history of tribes and the way in which they responded to white expansionism and policy. Students will address sources that explore a variety of experiences concerning oppression, war, removal, loss of land and the destruction of traditional tribal cultures and identities. The module finally moves into the 1930s-1950s period and uses the New Deal, World War II, Termination and Relocation as ways of tracing the early progress of Indian activism and the foundations of the later Red Power movement.

### **MAMMD3BFM Black Freedom Movement**

**[10 credits] Semester 1, Year 3 (Level 6)**

Freedom, as historian Eric Foner reminds us, is a hotly contested concept. What it means, who enjoys it, and on what terms has been and continues to be a subject of intense national and interpersonal debate. The history of African Americans is indelibly linked to struggles for freedom and navigating the constraints of structural oppression and racism. The module examines the enduring social construction of race and racism in the United States, and its impacts on modern African American experience and freedom struggles. The 1954 Brown Supreme Court decision signalled a shift in black collective political action, and the course traces the evolution and legacy of the "Civil Rights Movement",



which is arguably one of the most transformative social movements in modern U.S. history. Specifically, this course gives an overview of black freedom struggles in the segregationist South and urban North and West; ghetto uprisings and the emergence of Black Power ideology; deindustrialisation and conservative ascendancy; the criminal justice system, police brutality and mass incarceration; the presidency of Barack Obama; #BlackLivesMatter movements; and Black America under a Trump presidency.

**MAMMD3CNA Contemporary Native America: Resurgence and Resistance since 1960  
[10 credits] Semester 1, Year 3 (Level 6)**

The Red Power movement is classically viewed as 1969-1978 and the module will explore the roots of this 'Indian civil rights movement' through the 1950s-60s leading up to the famous occupation of Alcatraz Island. The progression and changing nature of the movement will be traced and analysed through symbolic protests (such as Mount Rushmore), the Trail of Broken Treaties (1972), the siege at Wounded Knee (1973) up to the Longest Walk in 1978. The module then moves to discuss a wide variety of issues that have been significant in the shaping of contemporary Native America, both in terms of American Indian experiences and their position within society and the American cultural imagination. This will include a number of case-studies including controversies surrounding the use of Indian imagery for sports mascots and advertising, repatriation, Indian gaming, white shamanism, 'corporate colonialism' and Big Mountain, Columbus Day parades, and representations of Indians in film and television.

**MAMMD3NPW Instrument of Power: The CIA and US Foreign Policy, 1947 to the Present**

**[10 credits] Semester 2, Year 3 (Level 6)**

In July 1947 President Harry S. Truman signed the National Security Act into law, thereby establishing the Central Intelligence Agency. This module aims to explore the unique place and role of the CIA in the making and implementation of US foreign policy ever since the Agency was founded by Truman. This module scrutinises key themes and issues that have dominated the CIA's history, such as institutional marginalisation, the politicisation of intelligence, exaggerated notions of CIA power and influence, plausible deniability, the concept of speaking truth to power and so on. The module also engages with key debates within the historiography of US intelligence history and US foreign policy. Finally, it places emphasis on the conduct of primary research in investigating the key events and issues within the CIA's history since the 1940s. The module begins with an examination of the role of a modern intelligence agency. It then explores the origins of peacetime US intelligence by considering the role and impact of Donovan's Office of Strategic Services during World War Two and the creation and expansion of the Central Intelligence Group after January 1946. The module then charts the rise and decline of the CIA's influence as an instrument of the US Government, examining its shifting role during the Cold War, the post-Cold War 1990s, and the War on Terror through to the present day.

### MAMMD3WCL Writing the Colour Line: American Literature from Plessy to Ferguson [10 credits] Semester 2, Year 3 (Level 6)

The Supreme Court's 1896 decision in the case of Plessy V. Ferguson asserted that racial segregation was legal under the United States' Constitution. Since the legal demise of segregation, extra-legal strategies for separating the races and for policing the behaviour of African Americans have continued to thrive. Alongside this racial suppression, writers and activists from the Harlem Renaissance, through the civil rights movement of the 1950s and 1960s, to the developing Black Lives Matter movement of the present day have used every means available to challenge and dismantle racism. This module investigates the literary strategies that black and white authors deployed to challenge the status quo and to instigate racial change over the course of more than a century.

## APPLIED LINGUISTICS

### French Language and Translation 3

[10 ECTS credits] Semester 1, Year 2 (Level 5)

The Translation classes aim to develop translation skills beyond the introductory stage by studying in detail the issues of translating from and into French/English, different types of translations and different strategies for translating through means of practical assignments in translation. The module also aims to prepare students to reach a professional standard of translating at level 6 by introducing new parameters, such as presentation, deadlines and reflective practices as well as linguistic challenges at level 5. *The Language classes aim to consolidate and extend the students' ability to use French as an effective tool for communication in varied situations and for everyday or academic purposes. It comprises practical use of spoken and written French through writing reports and compositions, text analysis, note-taking, discussions and listening to a variety of verbal communications.*

*Students coming from a French-speaking university will only take the Translation classes (2 hours per week) as the Language classes would be too basic. They will complete a Translation project with the rest of the class (50%) and will be supported to complete an additional Translation portfolio (50%) instead of the Language portfolio undertaken by the Anglophone students.*

### French Language and Translation 4

[10 ECTS credits] Semester 2, Year 2 (Level 5)

This module builds on the language and translation skills acquired in Semester 1 in the French Language and Translation 3 module, with a greater focus on preparing for the written examinations.

*Students coming from a French-speaking university will only take the Translation classes (2 hours per week) as the Language classes would be too basic. They will take an examination in Translation with the rest of the class at the end of the Semester (50%)*

*and will be supported to complete an additional Translation portfolio (50%) instead of the Language examination undertaken by the Anglophone students.*

## **BUSINESS STUDIES**

### **MBUMD2AST Advertising Strategy**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to develop in students a critical understanding of advertising, both as an industry, and as a social and cultural force. It aims to develop a practical and theoretical knowledge of the stages undertaken and techniques used in strategic advertising planning and management, and to give students experience of developing a strategic advertising campaign.

### **MBUMD2DSE Developing Sustainable Enterprises**

**[10 Credits] Semester 1, Year 2 (Level 5)**

The aims of the module are to introduce students to the relationship between business and the challenges and opportunities of business sustainability, and to encourage the development of enterprising skills to meet these challenges.

### **MBUMD2EBU E-Business**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of this module is to explore the business paradigm shift that arises from application of emerging information and communication technologies. The module is good for anyone wishing to gain an understanding of business activities and interaction between business and the business environment (customers, suppliers...) and how technologies can be deployed to enhance these activities.

### **MBUMD1MPP Marketing Principles and Practice**

**[10 credits] Semester 1, Year 2 (Level 5)**

This module provides you with an introduction to marketing, its fundamental concepts and an overview of marketing practice. You will cover the development of the marketing concept and examine the ways in which it differs from the production, product, and sales approaches to business.

### **MBUMD2AMP Advertising Media and Planning**

**[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to develop in students a critical understanding of the decision making processes involved in, and the factors which influence the advertising planning process, including account handling, media selection, scheduling and buying. It aims to develop an understanding of the actual and potential marketing applications of new

and emerging media, and the role they play in delivering a targeted and fully integrated promotional mix for a modern organisation and its customer.

### **MBUMD2HRM Human Resource Management**

**[10 Credits] Semester 2, Year 2 (Level 5)**

This module aims to equip students with the ability to understand and analyse core HRM concepts, operational human resource activities and responsibilities and relate these to a range of organisational contexts.

### **MBUMD2MAL Management and Leadership**

**[10 Credits] Semester 2, Year 2 (Level 5)**

The module explores the context within which management and leadership takes place; the historical context within which the fundamental principles of management arise; the context of the external environment which impacts on organisational strategy and may cause ambiguity in relation to organisational objectives, policies, working practices, ethical considerations and management approaches. It explores a range of different perspectives on management and leadership and focuses in on particular managerial/leadership issues that lead to ambiguities and problems.

### **MBUMD3CCD Communication and Creative Campaign Development**

**[10 credits] Semester 1, Year 3 (Level 6)**

The aim of this module is to develop in students an understanding of the critical importance of creativity in the modern enterprise. This will include an understanding of creativity in the creative industries generally, (drawing upon the Department for Culture Media and Sport definition) as well as specifically the role of creativity in the advertising industry. The module aims to give students direct, hands on experience of creative processes, and an understanding of how this integrates into strategic advertising planning.

### **MBUMD3BMC Brand Management**

**[10 credits] Semester 2, Year 3 (Level 6)**

The aim of the module is to develop in students an understanding of the theory and practice of brand management and communication in the modern enterprise. The module aims to develop in students a critical perspective on brands, their social and cultural impact in the developed world, and the ability to apply this knowledge to the brand planning process.

### **MBUMD3BUE Business Ethics**

**[10 credits] Semester 2, Year 3 (Level 6)**

The module will consist of a broad syllabus addressing practical considerations of the nature of ethics, progressing through learning of a range of traditional and post-modern ethical theories, and the appreciation of these theories in the practical setting



of modern business processes. Students will study topics such as corporate social responsibility, sustainability and the environment, professionalism & integrity, ethics & technology, financial scandals, whistle blowing and other emerging issues, by reference to case studies.

### **MBUMD3SEM Service Management**

**[10 credits] Semester 2, Year 3 (Level 6)**

The module will acquaint students with the complex demands made upon service management organisations and the challenges that staff within them face. An understanding of the environments in which they operate will be developed and an appreciation of the different constraints placed upon them will be explored. The module will examine the range of alternatives that organisations can draw from and will include an investigation into the issues associated with service management across a wide range of situations.

*The following Business Studies modules are taught on the Broadstairs Campus. Please do not mix modules taught on the Broadstairs Campus with Canterbury based modules as this will make timetabling very difficult. If you pick all your modules from the Broadstairs Campus, please apply for accommodation at the Broadstairs Campus. Broadstairs is on the coast and is approximately 1 hours train ride from Canterbury.*

### **MBTMD1DMS Developing Graduate Skills (Broadstairs Campus)**

**[10 credits] SEMESTER 1 only (September – January), Year 1/Level 4**

The module aims to develop within students a range of practical skills that will be of value both during the programme, particularly with assessments and subsequently in management careers.

### **MBTMD1MPR Introduction to Marketing (Broadstairs Campus)**

**[10 credits] SEMESTER 1 only (September – January), Year 1/Level 4**

The module aims to develop an understanding of the core themes of marketing and their practical application to contemporary business practice. The module covers the main marketing concepts. It looks at the role of marketing as a function within an organisation. Finally, the module provides a detailed overview of the elements of the marketing mix. The module will build on the graduate skills of the student and provide a theoretical underpinning that could be employed within a broad range of careers in the field of marketing.

**MBTMD1EAS Introduction to Economics (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 1/Level 4

The module aims to introduce students to the principles of economics. It will enable students to acquire a knowledge and understanding of the fundamental economic concepts of microeconomics and macroeconomics.

**MBTMD1BSA Business Accounting (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 1/Level 4

The module aims to provide students with an introduction to the purpose and understanding of financial statements and the accounting system both a sole trader and a limited liability company.

**MBTMD1MAS Introduction to Management Science (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 1/Level 4

The module aims to introduce a range of quantitative methods, models and applications that will act as an aid to management decision-making. The module will enable students to analyse and utilise appropriate numerical techniques that will be of value in a range of business contexts and which may be applied to a range of business and management problems.

**MBTMD1PES People in Organisations (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 1/Level 4

The module aims to provide students with a general introduction to managing people in the work environment and an understanding of key elements of the law relating to employment.

**MBTMD2LAM Leadership and Management (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 2/Level 5

Students will study management and leadership within organisations. This will then be developed into the ability to understand and evaluate the complex and ambiguous situations between leaders, management and staff that exist in most organisations.

**MBTMD2BAS Business in Society (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 2/Level 5

The module aims to provide students with an introduction to issues pertaining to the changing role of businesses in society. It aims to encourage students to consider how companies can manage their business processes to produce an overall positive impact on society at the local, national and global level while at the same time achieving their organisational goals.

**MBTMD2EMA e-Marketing (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 2/Level 5

The module aims to evaluate the impact of new communication technologies upon business with special reference to the marketing management function.

**MBTMD2MAA Management Accounting (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 2/Level 5

The module aims to introduce and develop an understanding of the basic concepts and techniques of management accounting and quantitative techniques employed in the decision making process. To use these techniques in an appropriate way while appreciating their strengths and limitations.

**MBTMD2PRM Project Management (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 2/Level 5

The module aims to examine the role of Project Management within a contemporary business context. To explain how specific project management applications play an important role in producing successful business outcomes. Finally, to examine the philosophies, principles, structures and methodologies of Project Management.

**MBTMD2SCM Supply Chain Management (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 2/Level 5

The module aims to introduce and examine the various aspects of Supply-Chain Management and to consider how these can contribute to the way in which the needs and requirements of a customer can be fulfilled, particularly in the context of supplier/purchaser dependencies and the management of the associated relationships.

**MBTMD2CBE Consumer Behaviour (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 2/Level 5

The aim of the module is to develop in students a critical awareness and understanding of consumer and organisational buyer behaviour and how it can be influenced by marketing activity.

**MBTMD2ENP Entrepreneurship (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 2/Level 5

The module aims to provide an understanding of the main concepts and theories of entrepreneurship, its role in the modern economy, and hence to develop a practical perspective on the processes involved in new venture creation.

**MBTMD2MAN Management of Operations (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 2/Level 5

The module aims to critically evaluate the role of Operations Management within a business context. This will be developed into an understanding of the role and function

of the operations management in contributing to an organisation's competitiveness. This will include analysing the design and delivery of products and services, the management of quality and the management, control and improvement of the operation.

**MBTMD2PRL Principles of Logistics (Broadstairs Campus)**

**[10 credits] SEMESTER 2 only (January – May), Year 2/Level 5**

The module aims to examine the role of logistics within the contemporary business framework and gain an understanding of the basics of its management. This will extend into a critical evaluation of the role of logistics within supply chain management and will therefore consider how the principles and methodologies of logistics can contribute to successful business outcomes.

**MBTMD2REM Retail Management (Broadstairs Campus)**

**[10 credits] SEMESTER 2 only (January – May), Year 2/Level 5**

The module aims to enable students to develop an understanding of the major aspects of retail management. This will include an understanding of development within the retail sector, consumer behaviour and store design.

**MBTMD3CSU Corporate Sustainability (Broadstairs Campus)**

**[10 credits] SEMESTER 1 only (September – January), Year 3/Level 6**

The module aims to develop understanding of Corporate Sustainability by exploring changing relationships between businesses, communities and the environment around the world. It aims to investigate the impact of sustainability concerns on management practice through critical evaluation of corporate activity, drawing on a range of case study examples. It aims to encourage sustainability thinking, challenging students to articulate creative ideas for how companies might align resource allocation with environmental and social responsibilities, building a positive climate for engaging people in organisations with sustainability issues.

**MBTMD3EGM Entrepreneurship in the Global Marketplace (Broadstairs Campus)**

**[10 credits] SEMESTER 1 only (September – January), Year 3/Level 6**

The module aims to explore the notion of entrepreneurship as a contributory factor impacting on economic development, allowing evaluation of the issues influencing entrepreneurs and business start-ups in emerging, developing, established and declining global markets. It will encourage an investigative and participative approach to researching the economic, political and social contexts for entrepreneurial ventures across the globe.



**MBTMD3FSY Financial Strategy (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 3/Level 6

The module aims to develop an understanding of advanced financial accounting issues and an understanding of the treasury function, auditing, taxation and corporate financial strategy.

**MBTMD3PRE Public Relations (Broadstairs Campus)**

[10 credits] SEMESTER 1 only (September – January), Year 3/Level 6

The module aims to develop in students a theoretical and practical understanding of the role of PR in building relationships with stakeholders.

**MBTMD3BUS International Business (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 3/Level 6

The module aims to provide students with a critical understanding of the strategic management issues in a global business environment. To evaluate and contrast the opportunities and constraints facing businesses in different areas of the world. The module also aims to develop in students a deeper understanding of the issues faced by businesses in emerging and developing markets.

**MBTMD3EPS Exploring Strategy (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 3/Level 6

The module aims to provide students with an understanding of the impact of the business environment and the resources of the organisation, both human and material, on strategic planning and choice. This will enable students to consider strategic alternatives, evaluate their suitability and make them aware of the complex issues involved in implementing strategy and managing strategic change.

**MBTMD3SEM Service Management (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 3/Level 6

The module aims to provide students with an understanding and appreciation of the issues relating to management in the service sector.

**MBTMD3SHR Strategic issues in HRM (Broadstairs Campus)**

[10 credits] SEMESTER 2 only (January – May), Year 3/Level 6

The module aims to help students develop understanding of the strategic nature of HRM within the changing context of work and the ability to evaluate effective people management strategies.

## COMPUTING

*To be confirmed*

## **CONTEMPORARY LANGUAGE STUDIES**

### YEAR 1 (LEVEL 4)

MXXMD1CFR French

MXXMD1CGE German

MXXMD1CTN Italian

MXXMD1CMC Mandarin Chinese (subject to student numbers)

MXXMD1CSP Spanish

[5 credits] Semester 1 or [10 credits] Semester 1 and 2 (full year)

The aim of these modules is to start students in the study of a modern language for use in work and everyday situations and to focus the acquisition of language skills in the context of the countries in which it is commonly used. All Contemporary Language modules at level 4 have limited places due to the construction of the Programme and size of classes so will need to be approved subject to space.

### YEAR 2 (LEVEL 5)

MXXMD2CFR French

MXXMD2CGE German

MXXMD2CTN Italian (subject to student numbers)

MXXMD2CMC Mandarin Chinese (subject to student numbers)

MXXMD2CSP Spanish

[5 credits] Semester 1 or [10 credits] Semester 1 and 2 (full year)

The aim of these modules is to consolidate what you learnt at beginner's level and expand your ability to use effectively a language to communicate in possible every day, educational or professional situations, contextualizing the acquisition of the language within the culture(s) of the country or countries in which it is used to increase awareness and understanding of other cultures and to further develop your autonomy as an independent language learner.

Prerequisite: Level 4 or equivalent (beginners or A1 level).

### YEAR 3 (LEVEL 6)

MXXMD3CFR French

MXXMD3CGE German

MXXMD3CTN Italian (subject to student numbers)

MXXMD3CMC Mandarin Chinese (subject to student numbers)

MXXMD3CSP Spanish

[5 credits] Semester 1 or [10 credits] Semester 1 and 2 (full year)

The aim of this module is to build on your knowledge of the language and culture(s) of the countries where it is used to achieve a higher level of fluency and accuracy to function more confidently and effectively in a wider variety of situations with better

understanding of cultural differences and less language barriers as well as to encourage you to transfer second language learning skills and techniques to other disciplines in order to increase employability.

Prerequisite: Level 5 or equivalent (Lower intermediate or A2 level).

## **CRIMINOLOGY**

### **MCPMD1CPS Crimes, Punishments and Societies**

**[10 credits] Semester 1 Year 1 (Level 4)**

This is a core module for all Applied Criminology Single Honours students. The aim of the module is to give students the opportunity to explore some of the contextual issues that arise when exploring the academic areas of criminology, criminal justice and policing. In particular, the module will seek to explore crime, criminal justice and law enforcement as it is played out in different societal, historical, geographical and political contexts.

### **MCPMD1CRC Crime in Context**

**[10 credits] Semester 1, Year 1 (Level 4)**

This is a core module for Combined and Single Honours Applied Criminology Students. The module aims to develop students' ability to analyse and comment upon various issues relevant to an understanding of crime and crime control. The social conditions that 'permit' criminality, e.g. social disorganisation, social exclusion, delinquent subcultures etc. will be considered. The module will also involve the examination of various structural groups (class, gender, race) and wider structural issues, and how they influence criminality. The extent to which crime is socially constructed will be considered through analysis of crime statistics, crime surveys and the influence of the media.

*Modules from levels 5 and 6 assume some previous study of Criminology.*

### **MCPMD2HCR Hate Crime**

**[10 credits] Semester 1, Year 2 (Level 5)**

This is an optional module for Applied Criminology students. The aim of the module is to introduce students to the concept of Hate crime in its various forms including racist, religious, homophobic and disability hate crime. The module examines issues relating to hate crime victimisation, perpetration and control. It aims to develop students' ability to identify academic literature and to engage with issues in an independent and autonomous manner. The module makes particular reference to legislation and the policing of hate crime.

### **MCPMD2MAC Media and Crime**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to give students the opportunity to explore the relationship between media, crime and criminal justice. On completion of the course, students will



be able to demonstrate knowledge of criminological theories of media, crime and criminal justice. Students will be able to show understanding of the significance of popular culture representations of crime and criminal justice within public, political and cultural discourse. The research methods used in order to assess the impact of the media on the public's understanding of crime will also be examined.

### MCPMD3PCS Police Cultures and Societies

[10 credits] Semester 1, Year 3 (Level 6)

This is an optional module. This module will explore the popular, but challenging, notion of police culture and its effectiveness as a means of exploring what police officers believe and how they act. The module will start by addressing the meaning of 'culture', its impact on organisations/occupations and the unique occupational qualities of the police role that make its cultural qualities of such interest to social scientists. From these foundations the different eras of police culture research will be addressed to show how 'police culture' has evolved through a number of stages from the monolithic accounts of the 1960s and 1970s to more contemporary accounts that highlight the essentially fluid nature of police occupational culture. The module will seek to explain the types of behaviours associated with cultural explanations (for example, racial and sexual discrimination, corruption and inappropriate use of police powers), address the politicised dimensions of research into such areas and highlight the challenges of conducting empirical research into the cultural drivers of such variables. Finally, the module will seek to explore the effectiveness of strategies focussed upon transforming the occupational culture of law enforcement agencies and the role that leadership plays in such debates.

### MCPMD3PAP Prisons and Penalty

[10 credits] Semester 1, Year 3 (Level 6)

This is an optional module. The prison service has undergone substantial change within the last 12 years in physical provisions, through aspects of performance and through privatisation. This has led to a period of uncertainty as to the nature of prisons, their role within society, what they should signify and how prisons should work. The module explores these issues by focusing first on the aims and objectives of the Prison Service, set within an historical context. This is developed to examine how current debates about security, justice and control have historical precedents. The module addresses the factors that have influenced the 'explosion' of the prison population in the UK and US – the nature of prison populations and population management. This theme is continued through an examination of the privatisation of prisons and prison performance. The module also examines empirical studies on the effectiveness of imprisonment and questions whether prison 'works'

## DIGITAL MEDIA

### MDGMD2CAN 2D Computer Animation

[10 credits] Semester 1, Year 2 (Level 5)

This module explores techniques including character design and acting in animation to strengthen your animation techniques. Workshops will cover areas including lip

synching and facial expressions as well as focusing on the principles of animation. The techniques that you learn will be used to create a short 2D animation on a specified theme.

### MDGMD2CAT 3D Computer Animation

[10 credits] Semester 1, Year 2 (Level 5)

Through a series of workshops you will learn the basics of 3D computer animation, modelling, texturing and rigging. Once you have the relevant skills, you will create a short 3D animation set on a particular theme.

### MDGMD2WED Web Design

[10 credits] Semester 1, Year 2 (Level 5)

Developing the skills gained at Year 1 you will learning about methods for designing and building a responsive website, on a theme negotiated with your tutors.

### MDGMD2DAS Digital Aesthetics

[10 credits] Semester 2, Year 2 (Level 5)

This module introduces a range of critical concepts and approaches to digital aesthetics and creativity. You will study what constitutes a digital aesthetic, and develop understanding of the significance and distinct properties of digital aesthetics through analysis and discussion of contemporary creative practice such as internet art, photography, cinema, and games design.

### MDGMD3DEN Digital Entrepreneurship

[10 credits] Semester 2, Year 3 (Level 6)

You will work in groups, and define a project that borrows properties from the spirit of entrepreneurship. The final production will include a combination of outputs demonstrating the unique properties of digital media production. Social media and networking using digital media are key aspects of this module.

## **DRAMA**

### MPFMD1ACH Introduction to Text in Performance

[10 credits] Semester 1, Year 1 (Level 4)

The aim of this module is to engage students with established practices related to analysing and approaching the text in performance context. Students will explore a dramatic text and engage with practical methodologies and rehearsal techniques appropriate to the text studied. Students will gain awareness of techniques that will help them to analyse character and transfer a textual character into a stage persona. Students will develop greater vocal and physical awareness and flexibility, analytical skills, versatility in their acting methods and styles, and enhance their communication between fellow actors and with an audience.

### MPFMD1NSC Introduction to Stagecraft

[10 credits] Semester 1, Year 1 (Level 4)

The module aims to introduce students to the design concepts relating to the various discreet production areas that ultimately come together to create a theatrical mise-en-scène. Students will gain a broad understanding of the ways in which the practical elements relating to costume, prop, lighting, sound and staging, communicate with one another on a functional level and how practitioners working in these areas collaborate with respect to a final performance product. The module is designed to prefigure more specific design work and support those students that may wish to explore modules specialising in individual design areas considered in related modules.

### MPFMD1PPP Perspectives 1

[10 credits] Semester 1, Year 1 (Level 4)

The module aims to explore key developments in performance analysis. It will take as the basis of its work a number of key texts from the field, with a particular emphasis on performance studies. The module seeks to develop your understanding of the notion of performance through the exploration of performance practice within a broad context; to include such areas as ritual theory, play, and performance processes. It is intended that you will thus gain an understanding of the theoretical context in which the performing arts are practised and be able to put this understanding into effect in their practical work elsewhere on the programme.

### MPFMD1DVS Devising

[10 credits] Semester 2, Year 1 (Level 4)

This module focuses on interdisciplinary working and the devising process. The investigation and development of ideas through exploration tasks is central to the work. It includes a study of mainstream/traditional devising devices and compositional structures and offers an introduction to aspects of production and design.

### MPFMD1THW Theatres of the World: The Roots of Theatre

[10 credits] Semester 2, Year 1 (Level 4)

The aim of the module is to introduce students to the notions of theatre and performance held by various world cultures across history and, by so doing, to expand students' understanding of theatre in its social, political, historical, and cultural contexts. Using examples of selected performances, playwrights and texts from Africa, Asia, Europe and elsewhere, the module aims to lead students in the exploration of theatre traditions in these cultures using a combination of theoretical and practical sessions. The module also aims to lead students to consider the essential techniques and approaches necessary for performing and analysing theatre from the selected cultures.

### MPFMD2TPF Advanced Text in Performance

[10 credits] Semester 1, Year 2 (Level 5)

The aim of this module is to engage students with established practices and key theories related to dramaturgical processes in preparing the text for performance. Students will explore a variety of dramatic texts and engage with practical

methodologies and rehearsal techniques appropriate to the text studied. They will be also introduced to key theories and practices related to dramaturgy, translation, and adaptation in the performance context.

### MPFMD2AND Arts and Individual

[10 credits] Semester 2, Year 2 (Level 5)

The creative arts in the past two centuries have placed great importance on the individual. Recurring themes include the individual visionary artist as outsider, art as expression of individual suffering, and the star performer. This module explores the theme of the 'individual' in theatre, music and dance through investigating influential works and artists that embody this theme. Students will thereby gain a critical understanding of concepts that have shaped the development of the performance arts, and that continue to underpin contemporary practice. The knowledge and understanding developed in this module will provide a strong foundation for independent thinking and further artistic enquiry at level 6, as well as informing students' practice in all creative arts disciplines through an understanding of the broader context for their practice.

### MPFMD2APL Arts and Politics

[10 credits] Semester 1, Year 2 (Level 5)

Political dimensions of art, art's ability to act as a catalyst for political change, and the use and abuse of arts by political movements have always been an urgent talking point of artistic and academic debates. This module examines the incorporation of political agendas into theatre, music, and dance. Students will engage with a variety of key artistic practices and political concepts that have underlain the interactions between arts and politics.

### MPFMD2CPP Directing

[10 credits] Semester 2, Year 2 (Level 5)

The module aims to introduce students to the principles and practice of directing for the stage. It aims to lead students in the study of the work of a range of contemporary British directors, and the concepts that underpin their practice. The module also aims to develop students understanding of directing techniques and approaches, and to facilitate their development of organisational and people management skills. Students will be encouraged to begin to develop their own directorial voice, underpinned by their grasp of concepts drawn other practitioners and/or disciplines; including music, visual arts, architecture, and media.

### MPFMD2PPP Perspectives 2

[10 credits] Semester 2, Year 2 (Level 5)

This module aims to develop students' knowledge and understanding of the influence of key issues and developments in performing arts practice and research including psychoanalytical theory, gender and identity theory, and reception theory. This module provides the platform for research-led teaching in which ongoing research by tutors will inform the focus of delivery. Students will be introduced to professional work currently in production in order to extend their knowledge of and engage their interest in current performance practices and techniques.

**MPFMD3PDD Postdramatic Devising**  
[10 credits] Semester 2, Year 3 (Level 6)

This module aims to introduce students to the conceptual and dramaturgical vocabularies and compositional methods underpinning contemporary devised work. Students will specifically develop a critical awareness of postdramatic methods of making original work and will gain an understanding of strategies that dramaturgs use to devise work; students will also be exposed to relevant theories that will support their understanding of methodologies underpinning postdramatic performance practice.

**MPFMD3TWB Theatres of the World: British Theatre**  
[10 credits] Semester 1, Year 3 (Level 6)

The module aims to introduce students to seminal plays, playwrights and theatre companies from post-war and twenty-first century British theatre. Students will develop a sophisticated understanding of the plays' dramatic devices and content and the playwrights' and theatre companies' body of work and will be able to situate them within their respective/relevant cultural, social and historical contexts. Students will also be asked to develop a critical understanding of relevant performance histories and vocabularies of the works studied.

## **EDUCATION**

*If you wish to choose modules from Counselling, Coaching and Mentoring courses, you cannot mix those modules with other subjects.*

**MCMPD1CCM Introduction to Counselling, Coaching and Mentoring**  
[10 credits] Semester 1, Year 1 (Level 4)

The aim of the module is to develop an understanding of the terms/features of the activities described as Counselling, Coaching and Mentoring. The module explores each activity and identifies their purpose, aim and functions and considers a range of contexts in which each activity might operate. It examines shared theoretical and philosophical underpinning perspectives, including person-centred theory and learning theory. It introduces the concept of reflective and reflexive practice as central to engaging in helping relationships, and suggests engagement with a reflective tool (for example, diary, journal, recorded reflections) to be used for the duration of the programme.

**MCMPD1CTA Introduction to Counselling Theory and Approaches**  
[10 credits] Semester 1, Year 1 (Level 4)

Building on the broad introduction to Counselling, Coaching and Mentoring in the first module, the aim of this module is to introduce students to key counselling theories and approaches. The module focuses on the concept of the application of an integrative orientation to counselling practice. The historical development of counselling will be examined, including an introduction to psychodynamic, cognitive behavioural and

person-centred approaches. The concept of a therapeutic alliance and the core conditions of the person-centred approach will be explored in depth.

### **MCMPD1MCM Models of Coaching and Mentoring**

**[10 credits] Semester 1, Year 1 (Level 4)**

Building on the Introduction to Counselling, Coaching and Mentoring, the aim of this module is to enable students to define coaching and mentoring through consideration of the similarities and differences. It will provide them with the opportunity to identify a range of models of coaching and mentoring, and consider the application of models to a variety of client groups and contexts. Students will reflect on their own experiences and consider how coaching and mentoring may enable personal development in similar situations.

### **MCMPD1CSK Counselling and Interpersonal Skills**

**[10 credits] Semester 2, Year 1 (Level 4)**

The aim of the module is to enable students to move from theory to practice by developing an understanding of a range of key counselling skills and processes and applying these in practice. The module introduces and evaluates Egan's three stage model for integrating a range of counselling approaches in helping relationships. In addition students will examine and develop foundation interpersonal skills whilst adhering to person-centred core conditions including: active listening, reflection, helpful questioning and summarising.

### **MCMPD1EPC Exploring the Professional Context**

**[10 credits] Semester 2, Year 1 (Level 4)**

This module will provide students with an opportunity to explore the different contexts in which counselling, coaching and mentoring take place, and to consider in which circumstances any or all of these skills might be appropriate. During the module there will be the opportunity to research theoretical perspectives in relation to practice. The use of counselling, coaching and mentoring skills and techniques will be identified, explored and analysed in workplace settings and with different client groups. The research guide and journal will provide students with structured learning activities and a framework for recording reflections.

### **MCMPD1PRA Reflective Practice**

**[10 credits] Semester 2, Year 1 (Level 4)**

Building on work in the Introduction to Counselling, Coaching and Mentoring, this module aims to introduce students to the theory and practice underpinning reflective and reflexive practice, and to enable them to evaluate their learning and skills development. There will be an emphasis on the need for a high level of self-awareness and the module will equip students with the knowledge and skills they need to adopt a reflective approach to their work and study. The module will also help students to identify and understand a range of skills relevant to work and study.



### MCMPD2CMC Coaching and Mentoring in Context

[10 credits] Semester 1, Year 2 (Level 5)

This module will build on work completed at Level 4 to provide students with an opportunity to explore the different contexts in which coaching and mentoring take place, and to consider whether coaching or mentoring is likely to be appropriate. The relevance of different models will be evaluated in relation to range on contexts and client groups. Coaching skills and techniques will be identified and used in a simulation setting.

### MCMPD2EAV Ethics and values

[10 credits] Semester 1, Year 2 (Level 5)

This module aims to explore the ethical dimensions of working in the roles of counsellor, coach and mentor. Reflecting on their own values and understanding of ethical issues, students will consider professional boundaries including issues relating to the safeguarding of children, young people and vulnerable adults.

The module will consider the place of supervision and the principles inherent in supervised practice. In addition legislation, which relates to safeguarding including the Children Act (2004) the Safeguarding Vulnerable Groups Act (2006) and Human Rights Act (1998) will be considered and implications for practice in the workplace will be explored.

### MCMPD3MAC Managing change

[10 credits] Semester 1, Year 3 (Level 6)

The module aims to enable students to evaluate the processes involved in the management of change at the personal, organisational and team level. Through the analysis of the relevant theoretical approaches, students will be able to apply ideas around change management to the fields of counselling, coaching and mentoring. The module will explore how the techniques can be used to implement and embed change. In particular the module will consider issues of power in order to gain insights into how the need for change arises and how it can be enabled. The module will equip students with the knowledge and skills required for an inclusive approach when working in partnership with others.

### MCMPD3WCG Working with clients in groups

[10 credits] Semester 1, Year 3 (Level 6)

The aim of the module is to develop a critical understanding of the therapeutic and learning capacity of group work. The role of group work in the helping professions will be established whilst key concepts relating to group work will be examined. These will include group dynamics, group learning and therapeutic processes. Different types of group sessions will be explored including encounter groups, Personal Learning and Development groups and single-issue groups. The skills for effective facilitation of group work will be explored.

*If you wish to choose modules from Primary Education courses, you cannot mix those modules with other subjects.*

#### **MPETT1EA1 Education and Academic Studies**

**[10 credits] Level 4 (Year 1)**

A key aim of this module is to support student transition into teaching and learning in Higher Education. This module aims to introduce students to principles of early years and primary education, and to encourage students to develop a personal philosophy and understanding of how a child learns and develops.

#### **MPETT1PD1 Pedagogy and Principles of Practice**

**[10 credits] Level 4 (Year 1)**

This module aims to introduce students to the knowledge, understanding and practical skills required to support the teaching and learning of pupils as they develop through the 3 - 11 age range, recognising the holistic needs of children and how to support these in teaching and learning.

#### **MPETT1PP1 Placement module**

**[0 credits] Level 4 (Year 1)**

The aim of the module is to provide students with the opportunity to demonstrate progressively the knowledge, understanding and practical skills required to support the learning of pupils within the Early years and / or Primary age range. During the module students will be provided with opportunities to observe in classrooms and to teach individuals, groups and whole classes.

The programme is structured to enable students to work towards the current professional standards. Students will develop self-evaluation strategies and action planning to enable them to monitor and take action to develop their academic and professional understanding and skills.

#### **MPETT1C1A Curriculum Studies A**

**[10 credits] Level 4 (Year 1)**

This module aims to introduce students to the knowledge, understanding and practical skills required to support the teaching and learning of pupils as they develop through the 3 - 11 age range, recognising the holistic needs of children and how to support these in teaching and learning.

### **MPETT1C1B Curriculum Studies B**

**[20 credits] Level 4 (Year 1)**

The aim of the module is to provide students with the knowledge of the wider curriculum to enable them to teach effectively within early years and primary school settings. This module will introduce students to current local, national and international research understandings of principles, policies, processes and practices and enable them to challenge their own beliefs and understandings of how children learn. Students will be introduced to all the subject disciplines taught within the early years and primary curriculum (not introduced in Curriculum 1A).

### **PETT2ALE Alternative Learning Experience**

**[10 credits] (weeks 4 & 26 only) Level 5 (Year 2)**

The aim of this module is to provide students with the opportunity to explore education and learning in the wider context in theory and in practice, through an alternative placement.

It is apparent that there continues to be a focus on the importance of inter-professional working and establishing a professional community of practice. With this in mind; student teachers need to be prepared for teaching in a context with different demands and new challenges.

Another important feature of this alternative placement is the opportunity for students to undertake a placement in an international setting.

### **MPETT2C2A Curriculum 2A (English Maths Science PE Computing)**

**[10 credits] Level 5 (Year 2)**

The aim of the module is to provide students with the knowledge of specific curriculum areas to teach effectively within early years and primary school settings. This module will extend students' knowledge of current local, national and international research understandings of principles, policies, processes and practices and enable them to challenge their own beliefs and understandings of how children learn.

### **MPETT2C2B Curriculum 2B (choice of two Foundation subjects)**

**[10 credits] Level 5 (Year 2)**

The aim of the module is to provide students with the knowledge of specific curriculum areas to teach effectively within early years and primary school settings. This module will introduce students to current local, national and international research understandings

of principles, policies, processes and practices and enable them to challenge their own beliefs and understandings of how children learn.

Students will have the opportunity to opt to study options in depth. The number of options will depend on the programme the student is registered on.

### **MPETT2EA2 Education and Academic Studies 2**

**[10 credits] Level 5 (Year 2)**

The module aims to extend the students understanding of how learning occurs within the early years and primary school setting, by examining different models of learning. The module will consider the ideas of cross-curricular and creative learning and reflect on how this contributes to effective teaching and learning.

### **MPETT2PD2 Pedagogy and Principles of Practice**

**[10 credits] (week 23,24,25,26,27,28 & 29) Level 5 (Year 2)**

The aims of the module are to provide students with opportunities to engage in personal and peer group research and to reflect on and develop their critical understanding of key issues concerned with planning, teaching, learning and assessing in early years and primary education. Students will be encouraged to use real-problems encountered in early years and primary education and adopt a student-centred approach to learning.

### **MPETT2PP2 Professional Placement 2**

**[0 credits] Level 5 (Year 2)**

The aim of the module is to provide students with the opportunity to demonstrate progressively the knowledge, understanding and practical skills required to support the learning of pupils within the early years and /or Primary age range. The module builds upon students' developing understanding of the nature of the curriculum and the use of appropriate pedagogy. It draws upon students' increasing knowledge of the early years and primary curriculum gained through modules in Professional Studies and Curriculum Studies. During the module students will be provided with opportunities to observe in classrooms and to teach individuals, groups and whole classes.

The programme is structured to enable students to work towards the current professional standards. Students will continue to use their self-evaluation strategies and action planning to enable them to monitor and take action to develop their academic and professional understanding and skills.

*If you wish to choose modules from Early Childhood Studies courses, you cannot mix those modules with other subjects.*

### MECMD2GEN Gender Issues in the Early Years: Exploring Fact and Fiction

[10 credits] Semester 1, Year 2 (Level 5)

The aim of the module is to develop the students' understanding of gender differences in children's learning, development and achievement and how a gender imbalance in the early years workforce might impact on this. They will critically examine some of the current discourses around early years gender issues in order to arrive at an understanding of how media headlines and macro level policy can present a contestable picture of these issues.

### MECMD2TCM Children and the Media

[10 credits] Semester 2, Year 2 (Level 5)

The aims of the module are to understand the impact on children of a range of different types of media (including newspapers, literature, film, radio, television, Internet, video games and social networking). It considers the portrayal of children within the media both historically and internationally and the link between the role of media and the construction of childhood.

### MECMD2DNE Diversity and Inclusion in the Early Years

[10 credits] Semester 2, Year 2 (Level 5)

The aims of this module are to ensure students develop a critical understanding of the issues that surround discrimination, disability and equality in our society and of the concept of inclusion with a particular focus on young children and their families. The history, psychology, economic and social dimensions of these issues will be explored, along with an analysis of their impact upon individual young children and their families. The origins and meanings of terminology within this field, along with their changes over time, will be explored and debated. Students will develop and extend their knowledge of current government initiatives and UK legislation which govern the provision of services and explore the key issues these raise. Students will be encouraged to analyse and reflect upon their own value systems, arising from the experiences they had both in childhood, as they grew up and any working experiences they may have had. Work experience linked to this module will enable students to engage in early years' settings and be able to link theoretical perspectives related to inclusion and diversity to everyday practice.

### MECMD2PDM Physical Development and Movement in the Early Years

[10 credits] Semester 2, Year 2 (Level 5)

This module will develop knowledge and understanding of physical development and movement in young children from birth to eight years of age. Students will be able to recognise the importance of supporting physical development and sensory exploration at this crucial stage of early development. Students will focus on this area within an understanding of the inter-relationships between all developmental areas and will become familiar with a range of activities to promote gross and fine motor skills within early year's curriculum frameworks. The students will examine relevant documentation to understand the principles of the teaching and learning of physical education in the early years and what constitutes good practice. They will also link the importance of understanding creativity and language development through movement. The students will participate in a number of practical sessions enabling them to fully understand the importance of learning through movement and demonstrate their knowledge and understanding of child development through group work and practical presentations. The students will develop recognition of the importance of the role of the practitioner in organising and planning an appropriate learning environment to support this area of development.

### **MECMD3GPC Global Perspectives of Children's Health (Canterbury)**

**[10 credits] Semester 2, Year 3 (Level 6)**

The module aims to give the student the opportunity to analyse and critically evaluate children's health issues both nationally and internationally. Students will analyse and evaluate critically different aspects and contexts of health, including the social, political, environmental and economic contexts of different health systems. The collection and management of health data and its use to inform health services and service provision will be explored and analysed. Students will analyse and critically evaluate public health, health and illness services, health determinants, health inequalities, protection and treatment and the conflict and dilemmas in securing children's health and wellbeing internationally. The role and influence of international policy, strategies, agencies and organisations will be analysed and critically evaluated alongside children's rights, power, participation, advocacy and control and their implications for children's health outcomes. Students will analyse and critically evaluate children's health care provision through both national and international perspectives around politics, policy, strategy and health systems in order to analyse and evaluate the complexity of children's health and wellbeing and their potential life outcomes.

### **MECMD3VNA Values into Action**

**[10 credits] Semester 2, Year 3 (Level 6)**

The module Values into Action aims to support students' critical engagement with a principled-infused philosophy towards early childhood and in particular, their early childhood care and education experiences. Student's will critically reflect on and develop their knowledge and understanding about approaches to early childhood care and education that are embedded within a values-framework, including an approach to



inclusion that is principally concerned with inclusive values and a participatory democratic framework for early childhood care and education services. The module also aims to enhance students' criticality by drawing on a range of philosophical perspectives to examine further the notions of values, democracy, ethics and transformation. Through these core themes, the module aims to further students' knowledge and understanding towards the notion of 'becoming' and their developing professional identities.

*If you wish to choose modules from Education Studies courses, you cannot mix those modules with other subjects.*

#### MEDMD1HTL How do Humans Think and Learn?

[10 credits] Semester 1, Year 1 (Level 4)

This module aims to introduce participants to the process of thinking and learning beyond traditional educational settings. Learning will be presented as a defining aspect of the human condition and placed in wider cultural contexts that acknowledge learning throughout the lifespan. Students will be encouraged to explore the links between their own learning across the lifespan and the theories they encounter.

#### MEDMD1WED What is Education?

[10 credits] Semester 1, Year 1 (Level 4)

This module acts as an introduction to the course, offering a series of seminars that set out some of the key principles and thinkers in education. These modules will be followed up by tutorials to specifically support your transition into university life. Each individual on the course will be allocated a personal academic tutor to help you settle in and get the most out of the course.

#### MEDMD1ETA Education and the Arts

[10 credits] Semester 2, Year 1 (Level 4)

The aim) of the module is to explore the arts as a way of understanding the world and as part of being human and consider the implications of this for education. This module enables a broader definition of education on the programme and promotes the Education of the whole person in line with the University's Learning and Teaching strategy 2015-20.

#### MEDMD2NPH Investigating Philosophy of Education

[10 credits] Semester 1, Year 2 (Level 5)

This module aims to broaden student awareness and understanding of the purposes of education. Mainstream approaches have taken for granted a teacher-led and state-directed or approved structure for young people's learning, which this module aims to enable students to question. It will facilitate critical reflection on policies and practices in educational institutions and their purposes within the social structure and, by analysis and considered application of a range of theories, enable students to make more considered and complete judgements on the nature and purpose of formal education.

### MEDMD2NSE Investigating Sociology of Education

[10 credits] Semester 1, Year 2 (Level 5)

Students will gain an understanding of the ways in which different social inequalities intersect. Students will be able to reflect critically upon various theoretical approaches to the study of gender, disability, race and class. Literature relating to the topics taught, and the skills required to be critically engaged in socially shaped forms of inequality; as intersecting lines of identity, and in relation to a variety of subject areas will be developed.

### MEDMD2SUS Sustainability

[10 credits] Semester 1, Year 2 (Level 5)

The aim(s) of the module are to encourage students to consider a range of definitions and interpretations of the terms 'sustainability' 'education for sustainability' and 'sustainable development' from a variety of disciplines and domains of enquiry. The aim of the module is to facilitate critical reflection on assumptions concerning sustainability, education for sustainability and sustainable development. It will also encourage exploration of, and debate about, some of the values, attitudes, policies and practices around sustainability inherent within (for example) educational, political and other institutions, societies and cultures at local and international level. In addition, the module will enable students to demonstrate an appreciation of key themes, concepts and issues associated with sustainability and an understanding of the complex needs and wants of different cultures and societies in one world. It will also prepare them to for social and environmental responsibility, fostering global citizenship and enhancing their commitment to a sustainable future.

### MEDMD2NHE Investigating History of Education

[10 credits] Semester 2, Year 2 (Level 5)

This module seeks to encourage students to consider education, its nature, its systems, purposes and processes as temporal and dynamic. Through an examination of key educational developments and changes students will be able to reflect upon the socio-economic, political, and cultural contexts in which educational change takes place. Through a reflection on the context in which changes to education take place it is expected that students will be equipped to make links between historical and contemporary developments in education.

### MEDMD2NPE Investigating Psychology of Education

[10 credits] Semester 2, Year 2 (Level 5)

It can be argued that most learning theory is heavily predicated towards schooling and based on historically significant figures i.e. Watson, Piaget, Bruner and Vygotsky. This module will acknowledge the complexity and ubiquity of human learning and in particular the lifelong experience of individual learning. There will be an attempt to move towards a comprehensive understanding of human learning that will recognise the difficulty in constructing an integrated but critical stance that considers learning in broader cultural and international perspectives.

### MEDMD3EDE European and International Dimensions on Education

[10 credits] Semester 1, Year 3 (Level 6)

The aims of the module are to develop international values and perspectives embedded in intercultural and international knowledge and understanding within the educational context.

### MEDMD3FAE Film and Education

[10 credits] Semester 1, Year 3 (Level 6)

This module seeks to encourage students to examine the ways in which education is represented in films (including motion picture dramas and documentaries). Key concepts from film theory will enable students to explore the narrative, genre and character constructions of a range of films with education as a theme, drawn from around the world. From such an examination students will be encouraged to make conclusions about the ways in which education, its systems processes, and characters are constructed. Students will analyse popular representations of education, and will gain an understanding of the ways in which the history, philosophy, sociology and policies are represented.

### MEDMD3FED Faith in Education

[10 credits] Semester 2, Year 3 (Level 6)

A decade ago faith schools were not a controversial or much reported on aspect of English schooling but today they are the focus of concerted political and educational debate, resulting from recent expansion in the UK. In many parts of the world the link between religion and schooling raises contentious questions of indoctrination, secularity in public services. Recent scandals in many countries regarding the abuse of children in religious educational settings have contributed to this situation. Questions about the historic association and dissociation of religion and state public education services are frequently in the spotlight. There are associated debates about the nature of moral education in faith schools, and the nature of religious and spiritual education. This module examines these themes, both in the UK and in international settings. The

module is interdisciplinary providing historical, theological and political perspectives of the connections between religion and education.

### MEDMD3LML Leadership and Management for Learning

[10 credits] Semester 2, Year 3 (Level 6)

The aim of this module is to introduce participants to the main distinctions between leadership and management and the ways in which educational leadership, and management have developed over time and in a selection of different cultures (Northern European, Asian, North American). The main and differing approaches to leadership and management of organisational cultures in education today will be the focus, alongside research, theory relating to leadership, management of education (in all sectors and phases) and how these are applied in practice focusing on a selected number of live issues.

### MEDMD3RAD Radical and Other Alternative Approaches to Education

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to broaden student awareness and understanding of the purposes of education. Mainstream approaches have taken for granted a teacher-led and state-directed or approved structure for young people's learning, which this module aims to enable students to question. It will facilitate critical reflection on policies and practices in educational institutions and their purposes within the social structure and, by analysis and considered application of a range of theories, enable students to make more considered and complete judgements on the nature and purpose of formal education.

*If you wish to choose modules from Special Educational Needs & Inclusion Studies courses, you cannot mix those modules with other subjects.*

### MSLMDHAL Health Across the Lifespan

[10 credits] Semester 1, Year 1 (Level 4)

The module aims to explore the concepts, of health and well-being of all individuals from conception throughout their lifespan. Students will analyse and evaluate the contexts of health including physical, mental/emotional, environmental and social contexts including global, international, economic, political and social aspects, working towards a specific topic or area of interest within their specialist area, as negotiated with the module leader.

### MSLMDPSD Physical and Sensory Development

[10 credits] Semester 1, Year 1 (Level 4)

The aims of the module are to provide a broad overview of the features of typical sensory and physical development. The module will also explore the specific difficulties that can be experienced by children and young people who experience atypical physical and/or sensory development.

**MSLMD1RPP Professional Identity and Reflective Practice****[10 credits] Semester 1, Year 1 (Level 4)**

The module aims to develop students' graduate skills in the context of reflective practice and professional identity, and in doing so also support their transition into studying at higher education levels. Skills for independent learning, self-reflection and time management will be explored and developed, and this will include a consideration of pre-existing study skills and work experience.

**MSLMDNSE An Introduction into Special Educational Needs and Inclusion Studies****[10 credits] Semester 2, Year 1 (Level 4)**

The aims of this module are to ensure students develop a good understanding of the issues that surround discrimination, disability and equality in our society and of the concept of inclusion with a particular focus on children, young adults and their families. The history, psychology, economic and social dimensions of these issues will be explored, along with an analysis of their impact upon individual young children and their families.

**MSLMDSED Social and Emotional Development****[10 credits] Semester 2, Year 1 (Level 4)**

The aims of the module are to introduce students to the importance of social and emotional development. The module will examine the role and impact of early development, relationships, environment, personality and cognitive processing upon emotional and social behaviour. The relationship between health and social and emotional development will also be critically evaluated.

**MSLMDTHL Theories of Learning****[10 credits] Semester 2, Year 1 (Level 4)**

The aim of the module is to provide opportunities for students to develop an understanding of different theories of learning and critically explore the implications of relating theory to practice. The module will also explore current brain research and the contribution of neurological sciences on theories of teaching and learning. The module will promote the interrogation of research methods enabling students to recognise the importance of research in this field and the importance of academic reflection and the construction of new developments in this area.

**MSLMD2SLD Speech and Language Development****[10 credits] Semester 1, Year 2 (Level 5)**

This module aims to enable students to increase their understanding and awareness of typical and atypical development of speech, language and social communication. They will be provided with the theoretical background to the process of typical language

development and will explore how different childhood experiences, biological and other differences can affect language learning and social participation.

### **MSLMD2PPA Perspectives of Autism**

**[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to provide students with knowledge of the theoretical, clinical and person constructs underlying Autism. Students will become familiar with current policy and legislation and will explore through reading, direct input and discussion issues of classroom pedagogy and social inclusion. Students will identify, investigate and evaluate a range of strategies that are considered good practice to address the communicative, affective and cognitive characteristics associated with Autism.

### **MSLMD2SSP Services for Specialist Provision for Children, Young Adults and Families**

**[10 credits] Semester 2, Year 2 (Level 5)**

The module aims to provide a critically understanding of community provision for children and families in need of specialist support. Students will consider service provision from universal to specialist, including support, education and intervention situated within the complex relationship between theory and practice (praxis), children's agency and social policy.

### **MSLMD3CLD Cognition and Learning Difficulties**

**[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to give insight into the complexities of human cognition and learning and the impact of atypical cognition upon learning and development. The module builds upon previous knowledge about theories of learning. After developing students' understanding of key theory and research related to typical cognitive development, the history, classification and terminology related children and young people whose cognition follows an atypical pathway will be considered.

### **MSLMD3VJP Values, Justice, Participation and society**

**[10 credits] Semester 1, Year 3 (Level 6)**

The module aims to support students' critical engagement with key theoretical perspectives, concepts, research and debates associated with social justice, inclusion and exclusion and (in)equalities as they relate to policy, education-related issues and the wider contexts of children's, young people's and adult's lives. Students will consider pedagogy and a range of political, sociological and philosophical perspectives to examine how societal systems and structures may reproduce and perpetuate social inequalities with regard to marginalised, vulnerable and excluded groups of children, young people and adults.



MSLMD3CPM Challenges and opportunities in managing the inclusive organisation  
[10 credits] Semester 2, Year 3 (Level 6)

The aims of the module are to develop students understanding of the issues surrounding diversity and inclusion in a variety of private and public sector organisations. These include, but will not be limited to, legislation and best practice, interpersonal conflict and resolution.

MSLMD3GPS Global Perspective's on Special Educational Needs and Inclusion Studies  
[10 credits] Semester 2, Year 3 (Level 6)

This module will explore global models of Special Educational Needs and Inclusion Studies. The content will examine global political, ideological, economic and social factors recognising global differences and embedded global inequalities. It will explore the terms of Cultural Relativism and ethnocentrism. Students will be encouraged to use their knowledge of the United Nations Conventions of Human Rights in analysing global politics of inequality.

## **ENGLISH LANGUAGE AND COMMUNICATION**

*Please note that the modules below are available to exchange students but subject to confirmation and available spaces.*

MELMD2DTG Discourse, Text & Genre  
[10 UK credits] Semester 1, Year 2 (Level 5)

This module aims to provide an understanding of the essential nature and principles of discourse studies and the ways in which discourse, genre and text are influenced by contextual factors and pragmatic intention, as well as to raise awareness of how different text types and genres form a variety of domains, and the ways in which generic features are affected by the functions of different genres. It also aims to develop students' awareness of structural, vocabulary and phonological resources in English and their effect on meaning and communication through discourse, and their ability to identify and critique structural and vocabulary features in texts as they impact on meaning and affect successful communication.

MBSOI2LNA Language Acquisition  
[10 UK credits] Semester 1, Year 2 (Level 5)

The processes involved in the acquisition of language can tell us much about the nature of language itself as a system of human communication. We have all acquired our own mother-tongue as children with apparent effortless, yet how this remarkable achievement happens remains a subject of scholarly fascination and controversy. In addition, many of us go on to learn more than one other additional language at school

or later in life, but with much greater individual variation in both effort and success. This module aims to provide students with an understanding of the processes involved in learning a first language, as a child, and any subsequent language in later life. It will explore the main theories put forward to explain the phenomena, with reference to the internal and external factors involved.

### MBSOI2CMT Intercultural Communication 1

[10 UK credits] Semester 2, Year 2 (Level 5)

The aims of this module are to provide students with an understanding of how cultural identity influences how individuals express themselves, both verbally and non-verbally, and of what it means to be 'interculturally communicatively competent', in other words, to be skilled at communicating with people from and in a variety of cultural contexts.

### MELMD2NDC Investigating Digital Communication

[10 UK credits] Semester 2, Year 2 (Level 5)

The aim of this module is to provide students' with an understanding of digital communication. This module will look at how a range of technologies are used for communicative purposes in daily life and provide an overview of current linguistic and social practices.

### MELMD2TEF Teaching English as a Foreign Language (TEFL 1)

[10 UK credits] Semester 1, Year 2 (Level 5)

The module aims to provide an understanding of the key principles underlying the good practice of communicative English language teaching to adults. It provides an understanding of core concepts of English grammar, lexis and phonology in relation to TEFL, and also offers an insight into the teaching of the four language skills – listening, reading, writing and speaking. Finally, it provides an introduction to the practical classroom teaching skills required by teachers of English to speakers of other languages.

## **ENGLISH LITERATURE**

*Please note that the modules below are available to exchange students but subject to confirmation and available spaces.*

### MLTMD2BRM British Romanticism 1785-1831

[10 credits] Semester 1, Year 2 (Level 5)

The aims of the module are to introduce students to the literature of the Romantic period in Britain, providing insight into the ideological, historical, cultural, thematic and formal aspects of Romantic writing. A broad range of Romantic literary material is used to show the variety and development of the period. The module also aims to introduce

students to the critical debate that surrounds the work of Romantic-period writers, and to some of the available critical approaches to Romantic-period thought, writing and culture.

### MLTMD2LBW Literature Between the Wars 1918-39

[10 credits] Semester 1, Year 2 (Level 5)

This module aims to examine literature between the two world wars with attention to cultural, political and literary contexts. It will engage with key Modernist texts in light of the manifestos produced by their authors and explore the impact of the rise of totalitarian regimes, political polarisation, economic upheaval and suburbanisation on the literature of the 1930s.

### MLTMD2TET The Elizabethan Theatre

[10 credits] Semester 1, Year 2 (Level 5)

This module focuses on the theatre of the 1580s and 1590s, a dynamic period that saw the establishment of the theatre as an entertainment industry and the development of playwriting on an unprecedented scale. We will investigate texts from the major genres of the Elizabethan stage: comedies, tragedies and histories, including subgenres such as revenge tragedy and romantic comedy. In addition to a close analysis of the module texts, we will investigate the conventions and techniques used by Elizabethan playwrights and actors. The plays studied will give us an opportunity to discuss a broad range of issues including, for example, staging in the outdoor theatres such as the Globe; court drama; boy companies; audience; the representation of women; regulation and censorship; anti-theatricalism; writing the nation; Elizabethan politics (including the succession crisis).

### MLTMD2MSB Mad, Sad and Bad

[10 credits] Semester 1, Year 2 (Level 5)

This new module aims to explore the representation of women and the conceptualization of gender in American writing, interrogating statements such as Leslie Fiedler's in the process. Looking at a selection of classic and lesser known narratives, including short stories, the module invites students to consider how the representation of women in American literature is informed by, and in turn contributes to, debates not merely about gender, but also about national identity, ethnicity, class and sexuality. For this reason, it is organized around thematic clusters, such as, for example, "the seduction narrative", "madness and rebellion", "the tragic mulatto", "sexual and social emancipation", "femmes fatales", etc.

### MLTMD2VLI Victorian Literature: From the Brontës to the Nineties

[10 credits] Semester 1, Year 2 (Level 5)

The aims of the module are a) to lay before students who may have little or no prior experience of Victorian literature enough of a very rich and crowded field to spark their

immediate interest and, if possible, induce further exploration afterwards; b) to plot a path through the period which will reasonably represent its variety while at the same time constituting a single progressively unfolding year-long experience; c) to ensure that students are given access to critical strategies which will stand them in good stead wherever they go.

### MLTMD2ARL Arthurian Literature

#### [10 credits] Semester 2, Year 2 (Level 5)

If you enjoyed studying *Gawain and the Green Knight*, there's more where that came from. The literature of the later Middle Ages spans some four hundred and fifty years, and is dominated by poetry and prose written in English, French, and Welsh (amongst other languages) about Arthur and Camelot. Many figures from Arthurian literature will already be familiar to you, such as Arthur, Guinevere, Merlin, Lancelot, Morgan le Fay, Gawain, and Mordred. There are plenty more who will be new to you, however! This module will introduce you to the origins and development of the Arthurian tradition in England, though we will start by looking at works (in translation) composed by Welsh and French poets whose traditions laid the foundations for Middle English writing about Arthur. We will also look at Geoffrey of Monmouth's *History of the Kings of Britain*, a carefully crafted work of literature and history that offered a new story of origins to the disparate ethnic identities of Britain after the Norman Conquest. Most of the works we will study will be written in Middle English (and may include earlier works like Layamon's *Brut*), but the majority of this module will look at later works such as the *Stanzaic Morte Arthur*, which focuses on the adulterous affair between Guinevere and Lancelot, and the *Alliterative Morte Arthure*, in which the world of Camelot falls into destruction and ruin.

### MLTMD2JAC Jacobean Theatre

#### [10 credits] Semester 2, Year 2 (Level 5)

This module focuses on drama written during the reign of King James VI & I, between 1603 and 1625. The Jacobean period was an exceptional time for drama; writers such as William Shakespeare, Ben Jonson and John Webster were at the height of their careers, the theatre provided an immensely popular and prolific entertainment industry and playwriting was developing into new and exciting directions. We will investigate plays from the major genres of the Jacobean stage: comedies, tragedies and histories, including subgenres such as citizen comedy and baroque revenge tragedy. In addition to close analysis of the module texts, we will investigate the conventions and techniques used by Jacobean playwrights and actors. The texts studied will give us an opportunity to discuss a broad range of issues including, for example, staging in the new indoor theatres such as the Blackfriars' Theatre compared to the outdoor theatres; court entertainments and masques; audience; representations of gender; the revival of chivalric values; regulation and censorship; writing Empire; court scandal and the period's fascination for plays about tyrants.

**MLTMD2MAE Martyrs and Exiles: Old English Language and Literature  
[10 credits], Semester 2, Year 2 (Level 5)**

Few students have the opportunity to study the first six hundred years of English language and literature, and the works of literature, history, and hagiography that were written in Old English during the Anglo-Saxon period. This module will teach you the language skills necessary to translate and analyse prose and poetry written in Old English, and do this using the latest online hypertexts, textbooks, and other learning aids. If you are interested in studying literature in its historical, cultural, religious, and mythological contexts, or want to know more about what Tolkien read whilst he was writing *The Lord of the Rings*, then this module is for you.

**MLTMD2RAR Radicalisation and Retreat: Political Landscapes in Early Modern Literature  
[10 credits], Semester 2, Year 2 (Level 5)**

This module invites you to use your critical skills and your awareness of your own culture and take 'the long view' of certain current political issues. In 1633, William Prynne, a puritan with views that we might interpret as extremist, described the plays performed in the public theatres as 'Sinfull, heathenish, lewde, ungodly spectacles, and more pernicious corruptions'. This and other conflicting visions of Britishness were played out both rhetorically on the printed page and were physically fought for in an extraordinarily turbulent period that witnessed civil war, the execution of the monarch and the temporary instigation of an experimental form of republican government. On this module you will study the ways in which poets such as Ben Jonson, Robert Herrick, Richard Lovelace, Andrew Marvell, John Milton and Lord Rochester responded to national vision(s) of British-ness and engaged with issues such as religious extremism, national security and civil liberties.

**MLTMD3NEM Nature and Environment in Later Medieval Literature\*  
[10 credits], Semester 1, Year 3 (Level 6)**

What might now be labelled the "natural world" had no currency for Classical or medieval scholars. The phrase is never encountered because, as either a physical entity or a mental construct, its existence was simply not acknowledged. Modern western society has no problem with the idea because it has found a philosophical rationale for separating it from us, nature from culture. But this division, false or otherwise, has a relatively short historical pedigree and enjoyed little or no validity before the seventeenth century', Richard Jones, *The Medieval Natural World*.  
'Strange as it may sound, the idea of nature is getting in the way of properly ecological forms of culture, philosophy, politics, and art', Timothy Morton, *Ecology without Nature*. The lives of Europeans in the middle ages were closer to the earth in more ways than one. They were lived according to the regular, steady rhythms of the annual agricultural cycle, yet dependent upon the mercy of the seasons and the bounty of the natural world for their continued survival. In the twenty-first century, as the scale of the

current ecological crisis becomes increasingly apparent, many are considering the ways in which the literature of the middle ages - a time when people did not think of 'nature' as something distinct from the human - can help us to understand our precarious position in the present day. 'Nature and Environment in Later Medieval Literature' requires no prior experience of Middle English or medieval literature, though you will all have encountered Sir Gawain and the Green Knight in your first year of study, and some of you will be studying Chaucer in your second. This module will teach you to understand the ways in which nature and the environment appear in the literature of the later middle ages from a variety of perspectives, considering human relationships with landscapes, birds, animals, plant-life, weather, the elements, and so on and so forth, over the course of several centuries. We will look at works such as the anonymous lyric poems that reflect the experience of everyday life, but also the shorter poems of named individuals like Chaucer, and some of Chaucer's dream vision works like *The Parlement of Fowles* and *The Book of the Duchesse*. In addition to Chaucer, we will take another look at Sir Gawain and the Green Knight (this time in its original form!), the Gawain poet's powerful dream vision *Pearl*, the romance *Sir Orfeo*, Williams Langland's dream vision *Piers Plowman*, and the debate on love and virtue *The Floure and the Leafe*.

On this module we will study works in Middle English in their contemporary literary and cultural contexts, alongside some of the most current ecocriticism and ecological theory.

### **MLTMD3RSN Topics in Renaissance Literature and Culture**

**[10 credits] Semester 1, Year 3 (Level 6)**

The content of the module will vary according to the 'topic' selected for study. A likely example would focus on the current critical interest in the materiality of renaissance book culture. The module, in this case, would focus on a meaningful range of texts and authors, both canonical and non-canonical, combining critical close reading with the study of the media in which these works were produced, circulated and read. In this way this module would engage with issues such as the interface between the cultures of print and manuscript, patronage and coterie writing, the 'social writing' practices of women and provincial writers. Key case studies might include Aemelia Lanyer's *Salve Deus Rex Judaeorum*, or William Lambarde's *A Perambulation of Kent*, the writings of John Donne, Thomas Nashe, or of members of the Sidney family and other similar works which encourage engagement with the processes of and contexts for authorship.

### **MLTMD3TSB Topics in Shakespeare and Shakespeare's Background\***

**[10 credits] Semester 1, Year 3 (Level 6)**

Designed to extend the knowledge and develop the critical practices offered at Levels 4 and 5, this Level 6 module aims to encourage students to analyse Shakespearean texts in their historical and cultural contexts. It seeks to bring the cutting edge of current



critical theory to the study of Shakespeare's work and to the world in and for which Shakespeare wrote.

### MLTMD3CES Contemporary Ethnic American Literatures

[10 credits] Semester 2, Year 3 (Level 6)

This module explores the vibrancy and richness of contemporary American literature, with a specific focus on authors from a variety of ethnic minorities. To begin with, we will look at writers from communities with a long history in the US (African Americans, Native Americans, etc.), while with our second cluster of set texts we will move on to consider narratives about recent immigrants to the US. Instead of providing an overview of any one cultural tradition, the module engages with recurrent themes in ethnic literatures, such as the desire to create a strong sense of personal and communal identity, and to develop an original voice; the need to gain acceptance in mainstream American society without losing one's individuality; the attempt to retrieve forgotten narratives, to challenge dominant historical representations and to contest racial stereotypes and, last but not least, the celebration of one's heritage and/or of multiculturalism.

### MLTMD3SCA Scandalous Romantics

[10 credits] Semester 2, Year 3 (Level 6)

This module examines texts which alarmed, offended, or polarised readers during the Romantic period, 1785-1831. By exploring these texts in the context of the moral, political, personal, sexual, religious, and aesthetic controversies which surrounded them, you will consider both the norms and transgressions of the period, as well as its most divisive debates. As many of these texts were considered 'scandalous' for what they revealed about their authors' private lives, you will also have a chance to investigate issues of self-fashioning, fame, and personal reputation. You will draw on contextual and biographical material, as well as contemporary critical responses to the texts and their authors. Key issues raised will relate to: class, gender, sexuality, genre, radicalism, celebrity and anonymity, privacy and publicity, and the creation of literary afterlives. The module will cover a range of genres, and is likely to include the poetry of Lord Byron, gothic novels like John Polidori's *The Vampyre* (1819), and Mary Robinson's *Memoirs* (1801), to give a few examples.

### MLTMD3TCL Topics in Contemporary Literature

[10 credits] Semester 2, Year 3 (Level 6)

This module seeks to study imaginative writing since the 1960s in relation to a key topic, through which students will explore the creative and ideological aspects of literature. The intention is to pursue some challenging critical considerations, approaching contemporary writing through an engagement with wider political and philosophical questions such as the issues of truth and representation, the textuality of

the real and the reality of the text, the notion of the performativity of language, and the ethics of storytelling.

### MLTMD3TVL Topics in Victorian Literature

[10 credits], Semester 2, Year 3 (Level 6)

The module examines in depth a selected topic or topics in Victorian literature enabling students to develop advanced and specialized knowledge of a specific aspect of the period's literature. Facilitating analyses of critical and/or theoretical responses to individual texts and to the topic(s) as a whole, the module encourages scholarly debate and promotes understanding of apposite historical, cultural, literary and critical contexts

## **EVENTS & TOURISM & HOSPITALITY**

### MTOMD1TRS Introduction to Tourism

[10 credits] Semester 1, Year 1 (Level 4)

The module aims to provide you with a broadbased interdisciplinary understanding of the rapidly expanding area of tourism focusing primarily on the principal patterns of participation and the factors which influence them. Topics will typically include socio/cultural, environmental and economic impacts of tourism. The module will also introduce you to the motivational theories of tourism.

### MTOMD1EVE Introduction to Events

[10 credits] Semester 1, Year 1 (Level 4)

This module provides you with a broad understanding of the events industry from mega to local events, including the event lifecycle, the event experience and audience development. The features and theories of events management will be introduced from both an academic and vocational perspective and the impacts of events explored.

### MTOMD1HOS Introduction to Hospitality

[10 credits] Semester 1, Year 1 (Level 4)

The aims of the module are introduce students to the key concepts of Hospitality management, explore the different areas and range of hospitality organisations, to identify important areas of legislation and regulation that affect the hospitality industry and to evaluate the impacts of hospitality industry.

### MTOMD1CCT Current Trends

[10 credits] Semester 2, Year 1 (Level 4)

The module aims to identify key internal and external factors shaping the contemporary tourism, events and hospitality industries. Topics typically covered in this module are, crisis management, adventure tourism, religious events and tourism, dark tourism, film and television events and tourism. These will provide the framework from which to

identify contemporary issues emerging within the tourism events and hospitality industries. This module is designed to respond flexibly to current affairs and events throughout the world.

### **MTOMD2TEP Tourism & Events Policy & Development**

**[10 credits] Semester 1, Year 2 (Level 5)**

This module aims to provide you with an understanding of the nature and basis of tourism and events policies as well as examining the policy making process and the factors which influence this at a variety of geographical scales. Through providing an understanding of the role of tourism and events as a means of development and sustainability.

### **MTOMD2MTO Managing Tourism Organisations**

**[10 credits] Semester 1, Year 2 (Level 5)**

This tourism-specific module aims to provide you with specific managerial knowledge and skills to equip you to become future tourism leaders and managers. The module is typically presented in the managerial themes of customer service, human resource, marketing, law and partnerships in the tourism industry. Usually a variety of industry guest speakers help with the delivery of this module, making it dynamic, informative and contemporary.

### **MTOMD2VCP Vocational Experience Projects**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to enable and encourage you to reflect on your employment, voluntary work and training and its relationship to employability, skills and the academic content of your programme. You will typically work in groups to provide a 'launch event' for a client in Canterbury. Previous clients include the Marlowe Theatre, Beane Museum and Art Gallery and Canterbury Festival. If you already have meaningful employment in a relevant organisation it may be possible to use this in this module to gain credits.

### **MTOMD2PRM Project Management**

**[10 credits] Semester 2, Year 1 (Level 5)**

All events are projects that need to be managed and the aim of the module is to provide you with an understanding of project management and its role within contemporary tourism, leisure and events environments. Through this module you will explore the role of the project manager and project management team, analyse the different ways in which projects can be organised and apply project planning methodologies to a team based assignment.

### MTOMD2MTS Managing Business Performance

[10 credits] Semester 2, Year 2 (Level 5)

The aim of the module is to introduce and develop an understanding of the fundamental concepts and techniques of management accounting and apply these techniques to tourism, leisure and events in an appropriate way whilst, appreciating their strengths and limitations. It also aims to help you to understand how management accounting information may be used for purposes of planning, decision making, performance measurement and control within organisations, in order to further the organisation's strategic objectives.

### MTOMD2ESG Event Staging

[10 credits] Semester 2, Year 2 (Level 5)

The main aim of this module is to provide you with a grounding of knowledge of staging an event. Many parts of the tourism industry use events in their policies to encourage and boost tourism numbers. Having a basic knowledge of event management usually benefits tourism students. A range of different operational examples and impacts of events are studied. As well as learning how to theme and successfully pitch for an event. Projects and the detailed tasks involved in implementing the event life-cycle will also be considered.

### MTOMD2CPE Creative Places

[10 credits] Semester 2, Year 2 (Level 5)

The aim of the module is to provide you with an understanding of the natural and built environments in which tourism, leisure and event activities take place. It seeks to examine the nature of land and water resources, the social, cultural, economic, political and environmental processes that shape these places and the impacts that tourist and event activities produce. Finally, the module aims to examine the ways in which people perceive and value these different places and resources. If you like the idea of culture and heritage you will find this module interesting.

### MTOMD3SFM Strategic Financial Management

[10 credits] Semester 1, Year 3 (Level 6)

The aim of this module is to develop your understanding of financial investment techniques and develop awareness and knowledge of changes that exist in organisational strategic management. If you wish to continue your studies of financial matters within tourism, leisure and events environments you may find this module interesting.

### MTOMD3SRV Service Management for Tourism, Leisure and Events

[10 credits] Semester 1, Year 3 (Level 6)

The module aims to develop your understanding of the nature and complexity of service management in the 21st century. The intangible nature of tourism, leisure and events

means that managers need to have unique thinking and strategies in place in order to compete in the global, fast changing tourism, leisure and events markets. The module typically analyses service management concepts such as technology, capacity management and complaint management.

**MTOMD3TCD Tourism Conservation & Development**  
**[10 credits] Semester 1, Year 3 (Level 6)**

This module examines and evaluates debates concerning the development and conservation claims for eco-tourism and the development of large resorts. Concepts explored typically include carrying capacity, community participation and the multiplier process.

**MTOMD3HCN Heritage & the Creative Industries**  
**[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to provide specialist knowledge of the role of heritage and the creative industries, within the wider events, leisure and tourism context. It will include an assessment of providers and users. It will also analyse policies and strategies designed to meet challenges faced by managers and planners in this increasingly popular branch of the creative industries. This module benefits from our location within a World Heritage site.

**MTOMD3MHL Mega, Hall-Mark and Large-Scale Events**  
**[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to provide you with specialist knowledge of the impacts, issues and processes involved in staging large scale events. The scale of the events explored will vary and will include mega events (e.g. the Olympic Games), hall-mark events (e.g. Wimbledon) and large-scale events (e.g. Glastonbury Festival).

**MTOMD3BEL Business Ethics & Law**  
**[10 credits] Semester 2, Year 3 (Level 6)**

The aim of this module is to help you develop an understanding of ethical theory, the ability to evaluate the relationship between business and society, and to encourage students to develop their own individual perspective as ethical decision-makers. You are encouraged to critically evaluate business ethics and law-making policies within the context of the tourism industry.

**MTOMD3MRK Tourism & Leisure Events Marketing**  
**[10 credits] Semester 2, Year 3 (Level 6)**

This module aims to provide you with a thorough grounding in marketing theories placing them in the context of the increasingly competitive and dynamic tourism, leisure and event environments. Typically a wide range of public and private sector tourist providers such as visitor attractions, destination marketing organisations, event

organisations and local authorities will be studied during this module. The module will include destination marketing and the extent to which tourism and events play an integral role in this process.

## **FILM, RADIO & TELEVISION**

### **MFTMD2DP1 Documentary Theory/Practice 1**

**[10 credits], Semester 1, Year 2 (Level 5)**

This module brings together the theory and practice of documentary making across film and radio. It builds upon the learning that took place in Year 1 Introduction to Radio and TV Production. More advanced pre-production skills will be developed over the course of the Semester.

Students taking Documentary Theory/Practice 1 will have the chance to further and deepen their studies of the documentary form by taking Documentary Theory/Practice 2 in Semester 2.

### **MFTMD2AMC American Independent Cinema**

**[10 credits], Semester 2, Year 2 (Level 5)**

The module aims to develop a conceptual and critical knowledge and understanding of American Independent cinema since the end of the 1950s to its current position in relation to mainstream Hollywood cinema. To examine the work of specific filmmakers who might be regarded as pioneers of the independent cinema aesthetic, including, John Cassavetes, the Coen Brothers, John Sayles, Lisa Chodolenko. To reflect critically on what might constitute that aesthetic and explore the oppositional, transgressive, auteurist elements of Independent cinema and its symbiotic relationship with the mainstream.

### **MFTMD2DP2 Documentary Theory/Practice**

**[10 credits], Semester 2, Year 2 (Level 5)**

This module builds on the theories and practices of documentary making introduced in Semester 1 within the module Documentary Theory/Practice 1. Students choosing this Semester 2 module can look forward to a continuation of their study surrounding the historical, technological, cultural, and intellectual contexts of the documentary form. Practically, students can also look forward to realising, in film or radio form, the project that they designed through their pre-production portfolios in Semester 1.

### **MFTMD2EAC East Asian Cinema**

**[10 credits], Semester 2, Year 2 (Level 5)**

This module aims to introduce students to a variety of East Asian films and to the relevant social, cultural and political contexts within which these films might be situated



critically. Students taking the module will have the opportunity to study a range of East Asian Cinemas, including films from China, Taiwan, Hong Kong, Japan and South Korea. The module aims to examine questions of film aesthetics and genre as they relate to East Asian cinema; issues of history, nationalism, geopolitics, urbanisation, and gender and sexuality; and the industrial and critical contexts within East Asian films are produced and received. Issues of authorship will be considered through the study of key East Asian cinema auteurs, such as Wong Kar-wai, Edward Yang, Zhang Yimou, Tsai Ming-liang, Yasujiro Ozu, Akira Kurosawa, Takeshi Kitano, and Park Chan-Wook

### **MFTMD2LAM Laughing Matters**

**[10 credits], Semester 2, Year 2 (Level 5)**

The aims of this module are to develop student responses to comedy, humour and laughter, both as a means of providing pleasure to an audience and as a means of structure a given text. The comic will be examine both in terms of a variety of theoretical positions on comedy, the comic, humour and laughter and the socio-political contexts in which it takes place.

### **MFTMD3HRR Horror**

**[10 credits], Semester 1, Year 3 (Level 6)**

The aims of this module are to develop student responses to fine by focusing upon the genre of horror. This will refine critical and theoretical notions including those of genre and auteur theory, audience response, the grotesque, the uncanny, narrative and representation in relation to the specific context of the horror film, where necessary connecting this to specialised critical vocabulary.

### **MFTMD3AFV Art, Film & Video**

**[10 credits], Semester 2, Year 3 (Level 6)**

This module aims to place art film and video within a critical context, in relation to the avant-garde in other art forms, and in relation to contemporary cultural discourse. The module also aims to situate art film and video within the context of contemporary audiovisual culture. Furthermore, the module aims to provide students with a critical understanding of the historical, theoretical and practical bases of art film and video production, and to enable them to engage critically with questions of expression, representation, meaning and affect. The module will provide a critical framework in which students will be able to make informed connections between film, video and audio production, the work under study, and contemporary cultural discourse.

### **MFTMD3CTD Contemporary TV Drama**

**[10 credits], Semester 2, Year 3 (Level 6)**

The module aims to develop the student's critical and conceptual knowledge and understanding of contemporary television drama and the way in which it's evolving forms impact on its consumption and definition. Additionally, the module aims to

situate contemporary television drama as a process actively participating in the larger cultural systems of which it is a part.

### MFTMD3TCC The Cinematic City

[10 credits], Semester 2, Year 3 (Level 6)

The module aims to develop the student's critical and conceptual knowledge and understanding of the meanings of space and place in contemporary U.S. cinema, with particular attention to the construction of the cinematic city. Additionally, the module aims to situate the representations of space and place in the cinematic city as a process actively participating in the larger cultural systems of which they are a part.

### MFTMD3UTP Utopianism

[10 credits], Semester 2, Year 3 (Level 6)

This module aims to introduce students to critical discourse surrounding Utopian representation and to develop their ability to critically engage with social dreaming in a number of relevant cinematic texts. Students will be introduced to a variety of definitions to help them distinguish between Utopias, anti-Utopias, critical Utopias and Dystopias, and will be encouraged to interpret their significance and situate cinematic utopianism as a process actively participating in the larger cultural systems of which it is a part.

## HEALTH STUDIES

*Please note that the modules below are available to exchange students but subject to confirmation and available spaces.*

### MHSMD1CHN Communicating Health Information

[10 credits] Semester 1, Year 1 (Level 4)

The module aims to facilitate the development of students' health-related communication skills across a range of media, including mass, print and electronic media. Students will investigate verbal and non-verbal, written and graphic forms of communication. The module will give students the opportunity to develop and enhance their communication skills, using and applying knowledge from theory, research and other level 4 modules.

### MHSMD1MHL Major Health and Lifestyle Issues

[10 credits] Semester 1, Year 1 (Level 4)

The aims of the module are to introduce students to the study of some of the diseases and risk behaviours, which have a major impact upon the health of the UK population.

It will also aim to provide a core of knowledge regarding these major health issues, which will be developed during the rest of the degree programme.

### **MHSMD1SCH Social Context of Health & Illness**

**[10 credits] Semester 1 & Semester 2, Year 1 (Level 4)**

The module aims to complement the Level 4 modules Major Health and Lifestyle Issues and Environment and Health by encouraging students to analyse health and illness from a social perspective. It introduces different sociological approaches to thinking about health, major social health problems in the UK and an introduction to local and national public health.

### **MHSMD1EAH Environment and Health**

**[10 credits] Semester 2, Year 1 (Level 4)**

The module aims to facilitate student understanding of the link between the physical environment and health. It also aims to enable critical analysis of health promotion and public health activities which are designed to improve the physical environment from a local and global context.

### **MHSMD1TSH Psychosocial Aspects of Health & Team Skills**

**[10 credits] Semester 2, Year 1 (Level 4)**

The aims of this module are to enable students to develop a holistic perspective in understanding self and others in a health-related context, to develop communication and critical reasoning skills, to acquire an awareness of team skills and to gain self-directed learning skills for life-long learning.

### **MHSMD2HPR Health Protection**

**[10 credits] Semester 1, Year 2 (Level 5)**

The module aims to develop students' knowledge and understanding of health protection, the control of communicable disease, chemical incidents and environmental hazards and the concept of emergency planning.

### **MHSMD2HPS Health Psychology**

**[10 credits] Semester 1, Year 2 (Level 5)**

The module aims to provide students with an introduction to psychological theories and research which have relevance to an understanding of health and illness. A particular focus of the module will be on the psychological factors associated with health-related behaviours and the practical value of psychological models in the context of health education and health promotion.

### **MHSMD2PMH Promoting and Improving Health**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aims of the module are to facilitate students' understanding about a wide range of concepts of health and approaches to health promotion and improvement. Students will analyse the process of health promotion activity with individuals, small groups and settings. In this way the module utilises the knowledge gained at level 4, and in particular, the skills practised within Communicating Health Information.

### **MHSMD2ELH Ethics in Law and Health**

**[10 credits] Semester 2, Year 2 (Level 5)**

As the provision of healthcare and healthy environments becomes more challenging and complex, and as the advance of scientific discovery outstrips our ability to frame the right questions in order to have a 'morality' of health practice, it is increasingly the case that at the very least, those who are involved with this should have the 'tools' to analyse, examine and question the tensions and dilemmas in these arena's from an ethical and legal perspective.

### **MHSMD2EQH Inequalities in Health**

**[10 credits] Semester 2, Year 2 (Level 5)**

The study of health inequalities is an important area of analysis that highlights and seeks to explain the differences in health status between and within social groups and aims to develop students' knowledge and understanding of health inequalities across geographical regions, as well as in specific social groups. The module aims to critically evaluate initiatives and national and local policies that have focussed on reducing health inequalities.

### **MHSMD2WKD Working in Health**

**[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to enhance students' employability through an understanding of policies, competencies, commissioning and practical skills that are relevant to working in the area of health.

### **MHSMD3AMH Aspects of Mental Health Promotion**

**[10 credits] Semester 1, Year 3 (Level 6)**

The module aims to broaden and deepen students' understanding of the concepts of mental health and well-being and it aims to explore, discuss and evaluate a variety of means to improve and promote mental health and well-being.

### **MHSMD3GLB Global Health**

**[10 credits] Semester 1, Year 3 (Level 6)**

The aim of the module is to enhance students' employability through an understanding of policies, competencies, commissioning and practical skills that are relevant to working in the area of health.

**MHSMD3SRE Sex and Relationships Education: Communicating Effectively with Young People**

[10 credits] Semester 1, Year 3 (Level 6)

The aim of this module is to enable participants to develop the expertise, knowledge and skills to become professionally competent and confident in communicating sensitively on matters concerning sexual health and emotional wellbeing to young people.

**MHSMD3PNU Public Health Nutrition**

[10 credits] Semester 1, Year 3 (Level 6)

Public Health Nutrition is the promotion of good health through the primary prevention of nutrition-related illness. The module combines the science of dietary analysis with relevant public health research and practice. The module aims to encourage students to apply previous learning from levels 4 and 5 to the topic of nutritional health.

**MHSMD3PEY Principles of Epidemiology**

[10 credits] Semester 2, Year 3 (Level 6)

The overall aim of the module is to introduce students to the field of epidemiology so that they may understand how it relates to the practice of health promotion and public health. It will provide the student with an overview of the approaches for describing patterns and measures of disease frequency and identifying factors that cause diseases in groups of people and to examine methods commonly used in epidemiology to evaluate them. Students will examine the impact on society of selected major health issues and health/lifestyle behaviours, using identified sources of health data.

**MHSMD3PAH Physical Activity and Health**

[10 credits] Semester 2, Year 3 (Level 6)

The module aims to provide the opportunity for the student to gain greater understanding of the physiological and psychological outcomes of physical activity and also its behavioural base, with a focus on its use as an intervention in the promotion of health, including use in both primary and secondary prevention of disease. The module will allow the student the opportunity to develop knowledge of the process of planning, implementing and evaluating physical activity interventions at the individual, group and community level.

**MHSMD3SMH Substance Misuse and Health**

[10 credits] Semester 2, Year 3 (Level 6)

The module aims to examine substance use and misuse from a biopsychosocial perspective. It will focus on how substance use poses harm to the health and wellbeing of individuals, communities and the wider society, and it will critically examine the ways in which substance misuse is perceived and addressed in the UK and internationally.

## **HISTORY & ARCHAEOLOGY**

### **MHIMD1NCH An Introduction to Contemporary History**

**[10 credits] Semester 2, Year 1 (Level 4)**

This module provides an introduction to contemporary history from the First World War to the present day. In order to do so it takes a global focus, looking at key events that have shaped both national and international history in the period. Though based around major events such as the First World War, the Russian Revolution, the Great Depression, the Spanish Civil War, the Second World War, the Chinese Revolution, and the multifaceted Cold War, this is by no means a straight political history. Students will also consider cultural and social factors in order to arrive at a more rounded picture of how situations arose and developed. Lectures will set out the basic narratives and themes and outline the state of current research.

### **MHIMD1KQC Kings, Queens and Conquerors in Medieval Europe**

**[10 credits] Semester 1, Year 1 (Level 4)**

The aims of the module are to allow students to acquire knowledge and understanding of the major themes relating to a broad period of medieval studies; to introduce students to a range of archaeological and historical sources and methodology for the medieval period; to encourage students to think about the nature and limitations of archaeological and historical knowledge concerning the medieval past; to familiarise students with past and current debates surrounding the archaeology and history of the middle ages; to encourage students to develop reasoned evidence-based arguments; and to be willing to present their ideas in oral and written forms.

### **MHIMD1RRR Renaissance, Reformation and Revolution in the Early Modern World**

**[10 credits] Semester 1, Year 1 (Level 4)**

This module aims to introduce you to 'early modern history', a period defined as roughly between 1450 and 1700 for the purposes of this course. Lectures will introduce the major social, political, religious and economic developments and events which occurred across a broad expanse in Western Europe. The module explores the wider contexts of European religious conflict, social and intellectual development, and economic expansion. Topics covered include the Reformation, Humanism and the Renaissance, the printing press, colonial expansion, the Ottoman and Habsburg Empires, poverty, witchcraft, court culture, monsters and the grotesque, print, war, women and the Enlightenment. Above all, this module aims to introduce students to as wide a variety as possible of the myriad developments, conflicts, and enduring themes which characterise this peculiar, and powerfully important, period in European and Colonial history, and to help students forge connections and contrasts between these facets of the past.



**MHIMD1MOM The Making of Modernity: Enlightenment, Nation and Empire****[10 credits] Semester 1, Year 1 (Level 4)**

The 'long nineteenth century' (1789-1914) was Europe's 'era of revolutions'. The word 'revolution' was used by contemporaries to describe many of its key events: the French Revolution, the Revolutions of 1848, the German Revolution, the Romantic revolution, and the industrial revolution. Other changes, such as the transformation of the role and position of women, the urbanisation of European society, the rise and fall of Napoleon, or the unification of Italy, were no less significant. Almost all the movements which formed our world -- secularism, liberalism, Marxism, democracy, romanticism, conservatism, modernism, anarchism, terrorism, feminism (to mention just a few) -- were creations of the eighteenth and nineteenth century. No proper understanding of how we live now can be achieved without knowing about these revolutionary times.

**MHIMD2ATU The Age of the Tudors, 1485-1603****[10 credits] Semester 1, Year 2 (Level 5)**

This module begins with an overview of the political history of England and its neighbouring realms at the end of the Wars of the Roses through to the Reformations of Henry VIII and Edward VI. Tying political history with contemporary political theories, it discusses the major political events of all the Tudor reigns and the roles of major institutions such as Parliament and the Church. To provide students with an awareness of the nature of ideological, political, religious and other cultural perceptions in this crucial period of English history, the module will not only focus on elite representations and adaptations, but will consider what has been termed 'history from below'. Mary's reign will be critically examined in relation to the historiographical debates surrounding her persecution of heresy, but will also be used to analyse the problems of queenship, drawing contrasts with the political and religious problems experienced by France and Scotland in this period and investigating how similar problems were confronted by Elizabeth I.

**MHIMD2LHG Land of Hope and Glory? Britain since 1900****[10 credits] Semester 2, Year 2 (Level 5)**

The module aims to provide students with the opportunity to acquire a sound knowledge of the political, social and cultural changes in Britain and her Empire and its relations with the wider world from beginning of the twentieth century, and to develop some appreciation of historical diversity and complexity. The themes included are, inter alia, the expansion and contraction of the British Empire; the evolution of the Commonwealth; Britain and European affairs; military strategy during the World Wars; the impact of Total War on British politics and society; the relative decline of British power in the post-Second World War geo-political environment; and the changing nature of British social, economic and political life in the post-war world.

### MHIMD2TCR The Crusades 1090-1291

[10 credits] Semester Two, Year 2 (Level 5)

The module offers a detailed history of the crusading movement, from its origins in the 1090s through to the end of the sixth crusade. It explores a series of major themes and debates, including, for example, why the Crusades emerged; what motivated the crusaders; the causes, course and consequences of a series of Crusades; the Islamic response to the Crusades; and the establishment and development of the crusader states. Students examine the socio-cultural background to the Crusades, since the development of Crusading was a response not simply to developments in Anatolia, Palestine and Syria, but to a series of social and cultural developments in Europe during the tenth and eleventh centuries. A key element of this module is the use of primary sources, mostly chronicles, alongside secondary sources.

### MHIMD2FTC Fascism in the Twentieth Century

[10 credits] Semester 1, Year 2 (Level 5)

The module begins by considering the pre-1914 ideological and social roots of fascism. Next, it moves to the rise and nature of the Italian movement that gave its name to the phenomenon. The connection between German National Socialism and fascism will then be considered. After examining the characteristics of fascism's exercise of power, the module will study a number of less 'successful' fascist movements. Examples will be drawn from France, Spain, Portugal, Britain, Romania and Hungary. Also considered will be some regimes and movements that imitated or embraced elements of fascism (such as Salazar's Portugal, Franco's Spain, Vichy France). A problem to be addressed will be how to differentiate between right-wing authoritarian movements and regimes and the genuine 'fascist' article. There will be brief excursions outside Europe, including Brazil, in order to evaluate whether fascism was uniquely a European experience.

### MHIMD2TCO The Cold War

[10 credits] Semester 2, Year 2 (Level 5)

Niall Ferguson reminds us that 'the Third World War really happened...it's just that nobody noticed...it was called the Cold War'. In this module, the Cold War, which dominated the international geo-political landscape for nearly fifty years after World War II, will be considered in terms of its origins, course and consequences. In the process, the rich diversity of Cold War historiography will be explored while the Cold War itself will be treated not as an exclusively US-Soviet contest but as a truly global phenomenon involving many other countries beyond the two so-called superpowers. For the most part, the module will develop chronologically, charting the Cold War's origins from the Bolshevik Revolution of 1917 through the Second World War to the final East-West schism of 1945-47. Thereafter the course of the Cold War, and the oscillation of confrontation and conciliation, will be examined before the module reaches its conclusion – as did the Cold War - with the collapse of Soviet power in Eastern Europe in 1989 and the disappearance of the USSR itself in 1991. Alongside the chronological approach, however, the module emphasizes key themes: these include the evolution and implementation of the US strategy of communist containment; the debate about Soviet Cold War motivation – ideology versus security?; alliance-building and alliance politics in East and West; the Sino-Soviet split and the communist bloc Cold

War; the emergence of the Developing World as a Cold War arena of “hot” proxy wars; the importance of Third World neutralism; the interaction between domestic and foreign policy in America, the USSR and Communist China; and, finally, the role of ‘other’ Cold War players, among them the UK, France, West Germany, Japan and Egypt.

### **MHIMD2TRC Terror, Consent and Resistance in Nazi Germany**

**[10 credits] Semester 2, Year 2 (Level 5)**

The terrifying impact of Nazism ensures that it remains the most researched area of modern European history. But there is no consensus amongst historians over important aspects of Nazi rule. One of the most important debates has been over the relationship between the regime and different sections of the German people. It is this issue that provides the background to the themes of this module. The module begins with a survey of the historiography of Nazism and particularly how the debate about terror, consent and resistance has evolved. It then applies contrasting historical interpretations to a number of themes including workers, youth, women, the churches, the army and genocide. Each seminar will examine a selection of source materials, most of which can be found on the module’s Blackboard site. Sources will include documents, reports, film, newsreel, paintings, cartoons and photography. Students will participate in group work and present their findings in group and individual presentations.

### **MAYMD1NAW Introduction to the Ancient World**

**(10 credits] Semester 1, Year 1 (Level 4)**

This module introduces students to the cultures and civilisations of the ancient world through an examination of historical and archaeological evidence from Mesopotamia, Egypt, the near east, and the central Mediterranean (including Greece and Rome). Explored themes will include art, religion, politics, and society, with an emphasis on the long-term influence of ancient civilisations on later societies and the contemporary world. Classroom teaching in this module takes place in Semester 1 and there will be a compulsory field trip to the British Museum.

### **MAYMD1APB Archaeology of Prehistoric Britain**

**[10 credits] Semester 1, Year 1 (Level 4)**

This module introduces you to the archaeology of prehistoric Britain, from the arrival of early humans around 800,000 BC to the end of the Iron Age in the first century AD. Overviews of each major prehistoric period – the Palaeolithic, Mesolithic, Neolithic, Bronze Age, and Iron Age – are provided, and some topics are explored in depth.

### **MHIMD2CMS Castles in Medieval Society**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aims of the module are to, firstly, familiarise students with the study of the Middle Ages through the use of historical, archaeological and literary sources. Secondly, to introduce students to scholarly debates surrounding the development of castles and their place in medieval society. And finally, to examine methodologies from different disciplines and how they interact.

**MHIMD3BEM Britain in the Early Medieval World****[10 credits] Semester 1, Year 3 (Level 6)**

In this interdisciplinary module you will draw upon the evidence of archaeology, history, and literature to understand the early medieval period in Britain. As well as following a chronological narrative from the collapse of the Western Roman Empire through to the Viking Age, you will explore key themes including: kingship and power, society and religion, settlement and landscape, art and literature, warfare and society, conceptions of the past, and the nature of historical writing. Throughout the module emphasis will be placed upon the spatial and temporal differences within Britain, as well as the wider context of the

British evidence and its place within the early medieval world.

**MAYMD1AMB Archaeology of Medieval Britain****[10 credits] Semester 2, Year 1 (Level 4)**

This module will introduce you to the archaeology of Britain from AD 400 to 1500. You will examine both archaeological and historical sources, but the major focus will be on how the archaeological evidence can be used to study society and culture. The module will focus on a number of key themes and critical stages which will be reviewed through a series of archaeological and textual studies. Key topics will be: the Roman to early medieval transition; the Anglo-Saxon settlement of England and the development of the Anglo-Saxon kingdoms; the emergence of kingship and kingdoms in the north and west; burial practices; economic and urban development; religion; landscape, environment and settlement; the Viking impact; the Norman Conquest; and the development of fortifications, towns, monasteries, churches and the agricultural landscape. The relevance of documentary and place-name evidence for archaeologists studying the medieval period will also be explored.

**MAYMD1ARB Archaeology of Roman Britain****[10 credits] Semester 2, Year 1 (Level 4)**

This module introduces students to the history and archaeology of Britain from Caesar's invasions to the early fifth century. Textual sources and archaeological evidence are compared, contrasted, and combined to formulate a more complete understanding of this pivotal period in Britain's past. The impact of Roman culture on native populations will be examined, and analysis will range from imperial military and civil policies to the daily lives of specific individuals known from archaeological remains.

**MHIMD2LAD Life and Death in Medieval Europe****[10 credits] Semester 2, Year 2 (Level 5)**

The module will introduce you to the archaeology and history of Britain and north-west Europe c.900-1348. This was a period of great change across all areas of life encompassing the formation of states, economic development, the foundation of new forms of religious life, agricultural and technological change and periods of disease. This

module focuses particularly on cultural, social, and political processes and how they changed. The themes you will examine will include: life, death and identity; conquest, power and authority; settlement and landscape, urbanism, economy and trade, culture and belief, and state formation. You will cover a range of material including the study of artefacts, cemeteries, settlements, agrarian and urban landscapes, narrative histories, administrative sources, and the built environment.

**MAYMD3RFR Roman Frontiers: Life and Interaction at the Edges of the Roman Empire [10 credits] Semester 2, Year 3 (Level 6)**

This module critically examines historical and archaeological materials and perspectives related to the frontiers of the Roman Empire and cultural interactions within and beyond the edges of the Roman world. The module is interdisciplinary in that it draws on and critically assesses a range of theoretical perspectives on frontiers, borders, and borderlands from archaeology, history, anthropology, geography, and international relations. Rather than focus on the Roman military and its fortifications, this module emphasises emerging themes of frontier life and communities, including across traditional Roman/native and military/civilian divide

## **HUMAN AND LIFE SCIENCES**

**MSCMD2ACB Animal Care and Behaviour [10 credits] Semester 1, Year 2 (Level 5)**

Animal Management and Behaviour allows students to examine animal care and management issues and to underpin these with an understanding of the needs of wild, free-living and captive and domestic animals. It also serves to give a broad understanding of the behaviours in animals in these situations. Special reference is given to those behaviours that have relevance to assessing animal welfare.

**MGEMD2BGEM Biogeography [10 credits] Semester 1, Year 2 (Level 5)**

This module aims to develop student's understanding of biogeography - the study of the distribution of organisms and soils in space and time, and the environmental factors, including anthropogenic, that determine or limit these distributions. The module aims to introduce students to the world's major biomes and to more detailed study of habitats and micro-habitats by drawing on a range of areas within the geographic and life sciences such as geology, climatology, palaeontology, plant and animal systematics, evolution and ecology. Biogeographical processes are also important to other fields of geography; for example, food production systems, sustainable livelihoods, etc., and the module aims to introduce students to human impacts on biogeographic systems and to study the means by which these systems can be managed in a sustainable manner.

### MSCMD2EPS Earth as a Planetary System

[10 credits] Semester 1, Year 2 (Level 5)

This module aims to explore aspects of the atmosphere, land and water (if it exists) of planets in the solar system including earth. In relation to the latter, students will be introduced to the fundamental concepts of systems feedback control at an ecosystem and biosphere level and will develop skills associated with the analysis of physicochemical factors which are relevant to environmental sciences. Field interpretation of environmental systems will be an important aspect of the course.

### MSCMD2EVN Evolution

[10 credits] Semester 1, Year 2 (Level 5)

In this second level course, an eclectic view of evolution is taken. The major tenet to be considered will be that fitness within conditions leads to death or survival. The module thus aims to consider the nature of evolution in biological, cosmological or technological contexts. The student will have to analyse some of the theories at the forefront of knowledge.

### MGEMD2GEM Geomorphology

[10 credits] Semester 1, Year 2 (Level 5)

The module aims to develop students' understanding of the well-established principles of process geomorphology. Understanding such principles is a prerequisite for any environmental management. The module aims to examine the processes that operate within a selection of geomorphological systems and show the relationship between process and landform at a range of scales within a modern conceptual framework. This module also aims to provide the opportunity for students to develop a range of intellectual, discipline specific, and graduate skills that will be used in the field and laboratory to provide data that will be used for critical analysis, problem solving and interpretation an environment and to produce a reasoned scientific argument structured as a research paper.

### MSCMD2PCS Plant Control Systems

[10 credits] Semester 1, Year 2 (Level 5)

This module aims to investigate the physiology of a range of plant groups, and use this as a vehicle to integrate and explore the physics that underpins the discipline. In particular, it will focus on communication and the homeostatic process as a unifying theme and in this way, develop a holistic approach to the investigation of biological control systems and the means by which they respond to the environment. It will also provide students with the knowledge and skills necessary to use computers and logic circuits for monitoring, control and feedback in a laboratory environment.



### MGEMD2EAD Environment and Development

[10 credits] Semester 2, Year 2 (Level 5)

This module aims to develop understanding of the environmental problems facing the countries of the developing world and to encourage critical evaluation of various approaches to solving these problems and of managing environmental resources on a sustainable basis.

The module aims to present these issues within the context of the historical legacy of colonialism and its environmental impacts, and the contemporary world economic and (geo)political system. It aims to introduce and evaluate theories of development and how these affect the understanding of the exploitation of environmental resources of developing areas. It aims to examine the evolution of varying forms of 'environmentalism', as these relate to developing areas. Environmentalist philosophies, as these underpin action, can be broadly divided into 'technocentrist' and 'ecocentrist' – this broad division is utilized in the module which aims to evaluate the nature and success of specific approaches to dealing with environmental problems. The module also explores a range of management approaches and techniques to evaluate their appropriateness for sustainable development.

### MGEMD2MGS Introduction to Mapping and GIS

[10 credits] Semester 2, Year 2 (Level 5)

This module aims to introduce students to the practical and theoretical aspects of geographical information systems (GIS). GIS has been utilised for over quarter of a century, however, there is still a rapid growth in the applications of GIS to a wide range of business, public and academic fields. The module aims to introduce students to the fundamentals of cartographic design, as well as cartographic visualisation as a key output of GIS. To appreciate the potential and scope of GIS, an exploration of the core aspects (principles) of the subject will be made, concluding with a variety of relevant case studies. Given the desirability of acquiring a large degree of practical software skills, in a number of complex and varied programmes, a substantial aim of the module is to provide 'hands-on' use of GIS, using industry standard hardware and software. The module aims to provide students with the opportunity to develop key skills in written communication, numeracy, computation, information technology, and information handling, as well as a range of interpersonal skills. The module also aims to provide the foundation work for the level 6 module in Advanced GIS and Remote Sensing.

### MSCMD2RDE Reproduction and Development

[10 credits] Semester 2, Year 2 (Level 5)

Reproduction and Development examines the endocrine control of reproductive behaviour and other aspects of reproduction, leading to an understanding of embryological growth and subsequent ontogeny of selected vertebrates and invertebrates.

### MGEMD2UPC Understanding Past Climatic Change

[10 credits] Semester 2, Year 2 (Level 5)

The module aims to examine the nature and scale of climatic change by examining the methods used to identify and assess change and the range of concepts and theories proposed to explain the varying changes identified. In addition, the module will critically examine the problems that scientists still have to address in examining climate change. Specifically the module aims to: (i) develop students' appreciation of the geological context for understanding present-day environmental problems and develop their awareness of the interaction between oceanic, atmospheric and cryospheric systems in explaining change; (ii) develop students' understanding of the mechanisms and theories used to explain past climatic change; (iii) introduce students to the types of evidence and methods used by scientists to reconstruct past climates and environments; (iv) provide a grasp of the basic principles and concepts behind the main techniques available to date these events and examine the problems in their interpretation. The continued challenging and re-interpretation of ideas throughout the module addresses the issues of analysis and interpretation.

The module also aims to provide the opportunity for students to take responsibility for their own learning and to develop a range of intellectual, discipline-specific, and key skills. It aims to develop student's ability to work autonomously and with others and to communicate the results of their work both in written form and verbally.

### MGEMD3APG Applied Physical Geography: Climate and Society

[10 credits] Semester 1, Year 3 (Level 6)

The module aims to examine how society uses the climatic environment and investigate how climatic change during the latter part of the Holocene has affected society. The module aims to develop the students' understanding of the reciprocal relationship between the physical and human environments by examining how human activity uses, alters and is altered by climatic processes. Since scientists believe that increasing use of the atmospheric system is likely to increase future climatic change, and that this may increasingly threaten human societies, the module aims to examine the possible environmental impacts and critically evaluate issues associated with managing the environment.

The specific aims of the module are: (i) to consider the ways society uses the climatic environment as a resource; (ii) to consider the nature of recent climatic change; (iii) to consider the validity of the concept of 'global warming', and (iv) examine the consequences of climate change on society at a range of scales.

The module is designed to develop the applied themes introduced at Level 1, and apply some of the knowledge gained in the process-orientated modules at Level 2. As a whole, the module is designed to progress from the Level 2 modules by emphasising synthesis and holistic principles.

The module aims to provide the opportunity for students to develop the following Graduate transferable skills: Communication (verbal and written); Working with Others; Improving Own Learning and Performance; Problem Solving; assessing the merits of contrasting theories, explanations and policies; synthesising information.

### MSCMD3ASP Aspects of Pollution

**[10 credits] Semester 1, Year 3 (Level 6)**

With the growth in technology, in population and in rates of consumption of natural resources, pollution has had increasingly severe impacts on the environment in what appears to be a positive feedback process. In this module, the second year modules describing the Earth's environment are extended, with a scientific examination of the factors which cause and influence pollution. Since pollution extends from local to global dimensions, the module aims to introduce students to the range of mechanisms which cause air, land and water pollution and to discuss and evaluate the ways in which these can be controlled. The module aims to encourage students to adopt a critical approach to pollution prevention issues, and increase their awareness of the need to integrate scientific knowledge, economic interests and policy in order to achieve a more sustainable society.

### MSCMD3ECN Ecology and Conservation

**[10 credits] Semester 1, Year 3 (Level 6)**

This module will encourage students to develop the knowledge necessary to enable them to make reasoned arguments on current issues in the field of ecology and conservation. It will develop an ability to think critically about the relationships between individuals, populations and communities and to extrapolate this understanding to the factors and contexts of conservation. It will also cultivate an awareness of the ways in which humans are affecting organisms and ecosystems and also the ways in which remedial actions can be taken to mitigate this damage. Care will be taken to emphasise the positive aspects of ecology and conservation, while maintaining awareness of the problems.

### MSCMD3NBF Introduction to Bioinformatics

**[10 credits] Semester 1, Year 3 (Level 6)**

The module aims to develop systematic understanding of the role of computing in biological research, the fundamentals of molecular biology and to introduce the key concepts and techniques in Bioinformatics

### MSCMD3PLR Plant Responses to the Environment

**[10 credits] Semester 1, Year 3 (Level 6)**

This module enables students to develop a holistic view and understanding of how plants survive within an often hostile environment. The module uses plant secondary chemistry as a unifying theme to investigate how plants communicate and cope with

biotic and abiotic stresses. The genetics underpinning both symbiotic and pathogenic interactions are explored in detail. The course will cultivate an understanding of how these basic biological processes have been adapted and used by man to improve agricultural/horticultural practice and increase productivity.

### MGEMD3CCM The Countryside: Conservation and Recreation Management

[10 credits] Semester 1, Year 3 (Level 6)

This module aims to develop the student's understanding of the dynamic field of countryside conservation and recreation management, within the context of historical and contemporary processes of countryside change. The module aims to investigate relevant countryside and rural planning policies and associated management issues, as well as provide an introduction to specific conservation and recreation management approaches and techniques. A major theme is the study of land as a multiple resource, with emphasis on conflicting interests and uses. The module concentrates on the United Kingdom, but draws on material from Europe and elsewhere as appropriate. The past, present and future of countryside conservation is inherently linked to changing patterns of land use and to the economic, social and political processes and pressures which contribute to change.

The module aims to explore the main themes through a number of clearly defined sections. The first is broadly concerned with historical and contemporary processes of countryside change, with a focus on key landscapes and habitats. The second deals with changing attitudes to land resources, the growth of the conservation movement and environmental ethics, and the planning and policy environment as it affects conservation, amenity and recreation management in the countryside. The final section investigates more specific aspects of management for conservation and recreation. The module aims to provide opportunities for students to develop the following skills: communication (verbal and written); working with others; improving own learning and performance; problem solving (involving field work) and ability to synthesise information.

### MSCMD3BMP Biological Imaging and Photography

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to enable the students to use a range modern photographic and other image capture and processing techniques as a tool for studying of biological organisms. Results and techniques can be critically evaluated in a contextual setting.

### MSCMD3RDB Radiobiology

[10 credits] Semester 2, Year 3 (Level 6)

Through the study of the fundamental science of ionising radiations, the module aims to bring together many aspects of physics, chemistry and biology, especially in the context of the damage done by ionising radiations to biological information processing systems.

### MGEMD33HES Regions of Risk: Human and Environmental Security

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to introduce students to the spatial and social dimensions of vulnerability to hazards by examining the connections between the risks people face and the reasons for their vulnerability. In recent years, the redistribution of risk has created conditions for natural and technological disasters to become more widespread, more difficult to manage, and more discriminatory in their effects. This module aims to critically examine why geophysical or biological events are often implicated in some way as the trigger event or the main link in a chain of causes in disasters yet there are social, economic and political factors that cause people's vulnerability and influence how hazards affect people in differing ways and with differing intensity.

## LAW

### MLWSS1LCT Contract Law

[10 credits] Semester 1, Year 1 (Level 4)

This module aims to provide students with a comprehensive understanding of the principles and structure of the law of contract. It seeks to promote a critical and reflective approach to both the theory and practice of modern contract law, and in so doing, the ability to respond critically and analytically to the complex legal arguments espoused in the case-law. In light of this, the module also aims to facilitate student's abilities to engage in problem-solving through the application of case-law and statute to set situations.

### MLWSS1NDR Introduction to Dispute Resolution

[10 credits] Semester 1, Year 1 (Level 4)

This module proposes to introduce students to a broad theoretical understanding of the different aspects of dispute resolution as applicable to the English Legal System. It has a particular focus on alternative dispute resolution and incorporates a comparative element.

### MLWSS1LSM English Legal Institutions and Method

[10 credits] Semester 1, Year 1 (Level 4)

The aims of this module are to introduce students to the theoretical and practical aspects of the English legal system within the framework of legal methodological training. It aims to ensure that students reach competency in the range of intellectual, research, reasoning and communication skills that are key to the successful study of law. It is designed to do this through engagement with practical exercises, clinic simulations, drafting proposals for legislation and deconstructing the language of law.

It aims also to introduce students to English legal institutions and the legal system they are part of and engage students with the critical evaluation of these institutions. The essential legal skills of method and reasoning are introduced alongside the critical evaluation of the theoretical dimensions of the English Legal system, its financing, its institutions and its personnel. In terms of academic skills, the module will equip students to effectively research, analyse and develop arguments from primary and secondary sources. As an introductory law module, it will also train students in focusing on the key parts of any legislation and to be able to discern the ratio decidendi and the obiter dicta of case reports.

### MLWSS1CAL Critical Approaches to Law

[10 credits] Semester 2, Year 1 (Level 4)

As the title of this module indicates, this course aims to encourage students to think critically about law and the way in which it is constructed, conceived of and manifested in reality. In order to do so, the module introduces students to the key schools of legal philosophical thought – natural law, positivism, legal realism and so on, and uses the ideas and critiques which flow from these as a platform from which to interrogate law's bias. In order to provide a more contemporary flavour and feel, students will consider current legal, moral and political issues such as abortion, euthanasia, the war in Iraq, the trial of Saddam Hussein in order to unveil the power dynamics at play. The main aim is to get students to think 'outside the box' with regards not only to the question of 'what is law', but with regards to the socio-political consequences of misconceptions as to the nature of law. To this end, the module aims to promote a vision and understanding of law which encompasses the social, the political, the moral, and the economic. This module informs the Dispute Resolution pathway within the LLB (Hons), sitting alongside Introduction to Dispute Resolution.

### MCPMD1CRL Criminal Law

[10 credits] Semester 2, Year 1 (Level 4)

This module aims to develop a competent knowledge and understanding of the key principles and concepts of Criminal law. Students will need to become acquainted with the basic principles and elements of criminal law and the ways in which criminal liability arises in a range of contexts. The socio-political context of criminal law will also be explored to interrogate the inter-relationships between politics and law. The course will also be situated in its criminal justice context and discrete elements of the overarching triangulation between criminal justice, criminal law and legal process will be signalled.

### MLWSS1CNT Constitutional Law

[10 credits] Semester 2, Year 1 (Level 4)

This module aims to provide an understanding of the constitution of the United Kingdom, explaining the major institutions within this system and the major constitutional doctrines governing the United Kingdom. The students are introduced to



the concepts of Human and Fundamental Rights and should gain a critical understanding of the ways the laws they examine in other modules are made.

### MLWSS2ADL Administrative Law

[10 credits] Semester 1, Year 2 (Level 5)

This module aims to offer students a comprehensive understanding of the concepts and principles of administrative law. Administrative law is the study of the control of governmental power and examines the role of legal intervention. The module therefore promotes a critical and reflective approach to both the theory and practice of modern administrative law. This enables the student to respond critically and analytically to the complex legal issues arising from regulation of administrative practice and judicial review. Thus the module aims to facilitate student's abilities to understand how the law regulates and facilitates administrative action.

### MLWSS2PRL Property Law

[10 credits] Semester 1, Year 2 (Level 5)

The module aims to provide students with a sound and critical knowledge and understanding of the legal rules and policy governing property in England and Wales. The module aims to engage in a holistic critical discussion of the age-old problems, paradoxes and choices confronting every legal and political system in the regulation of ownership of corporeal and incorporeal things. In particular, the module will focus on the implications and issues surrounding ownership of land. It will examine the main theories on the question of ownership and distribution of wealth and seek to understand the choices that have been adopted in England and Wales.

### MCPMD2TDR Theory of Dispute Resolution

[10 credits] Semester 1, Year 2 (Level 5)

The principal aim of the module is to build on the knowledge and understanding that students gained from studying the Level 4 Introduction to Dispute Resolution module. The module aims to provide students with a more practical understanding of the theoretical aspects of different processes available for resolving disputes within the English Legal System, including litigation and methods of alternative dispute resolution including, negotiation, mediation and arbitration as well as considering aspects of international conflict resolution. The module will provide an opportunity to develop and practice some of the techniques of dispute resolution under the supervision of members of academic staff. Finally the module focuses on the understanding of the strengths and limitations of different dispute resolution methods as well as the appropriateness of adopting any of them in given situations.

**MLWSS2CCM Civil & Commercial Mediation****[10 credits] Semester 2, Year 2 (Level 5)**

The principal aim of this module is to provide students with a critical and practical understanding of the way in which disputes within the civil justice and commercial sectors can be resolved using mediation as a leading process of alternative dispute resolution. Prerequisite: Taking this module is only possible for students that have done Theory of Dispute Resolution in Term 1.

**MLWSS2CPL Corporate Law****[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to enable students to achieve an in-depth understanding of the main legal principles underlying to the corporate (company) form of business organisation. This module will also allow the students to identify and apply relevant case law and statutes to practical situations; in this sense the students will be able to critically examine issues within corporate (company) law and its relationship and application to situations which arise within the commercial and corporate world. The areas of law covered within this module are appropriate for students intending to pursue careers in law, business, accountancy, management amongst others.

**MLWSS2CYB Cyberlaw****[10 credits] Semester 2, Year 2 (Level 5)**

The Cyberlaw module is intended to provide a focused knowledge of contemporary issues and controversies in the law relating to the internet. This module aims to enable students to achieve an in-depth understanding of the main related legal principles underlying this relationship of online environment and technology to the law. This module will also allow the students to identify and apply relevant case law and statutes to practical situations; in this sense the students will be able to critically examine issues within the relevant law and its relationship to the practical aspects of cyberspace. The module will encourage students to engage in critical analysis of key areas of law, and tensions in, the regulation of the internet and show awareness of past, contemporary and future developments in the area. This will also provide students the opportunity to further their research skills and autonomous learning.

**MLWSS2LTS Law of Tort****[10 credits] Semester 2, Year 2 (Level 5)**

The main aim of this module is to develop students' knowledge and understanding of the key principles and concepts underpinning the study of the law of tort which occupies an important place within the common law of obligations in the UK. The course requires students to become acquainted with the basic elements and principles of tort law applicable to law of the England and Wales and to enable students to understand how tortious liability arises in various contexts. Students will be introduced to specific torts in order to assist them forming an appreciation of the ways in which

they impact upon the individual as well as how they operate within a social, economic and political framework. The tort of negligence is at the core of the syllabus.

### **MLWSS2MAS Mooting and Advocacy Skills**

**[10 credits] Semester 2, Year 2 (Level 5)**

The module will enable the student to develop skills of analysis and argumentation in an advocacy context. The module examines advocacy and its utility in the practice of law. The module will explore links between advocacy skills and the practice of law. This will be best demonstrated in the mooting context which allows for clear exposition of argument and an increased understanding of the legal profession and the legal system.

### **MLWSS3EML Employment Law**

**[10 credits] Semester 1, Year 3 (Level 6)**

The aim(s) of the module are to examine the law governing the employment relationship including the nature of the common law contract of employment and the statutory framework applicable to modern employment, and to address the philosophical, social, economic and political context of the law in order to develop an informed, contextual understanding of the discipline.

### **MLWSS3EUL European Law**

**[10 credits] Semester 1, Year 3 (Level 6)**

This module is designed to offer an understanding of the constitutional framework of the European Union. It will introduce and critically examine the role of the institutions and the perceived lack of democratic legitimacy of the Union. The module will cover the legal rules governing the free market and analyse their outcomes in depth.

### **MLWSS3NPL Intellectual Property Law**

**[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to provide general knowledge and understanding of Intellectual Property Law. In this regard the module will predominantly focus on copyright law, patent law, trade mark law and traditional knowledge. The module further aims to provide a detailed knowledge and understanding of the legislations and case law relating to these areas of intellectual property law, while offering a comprehensive understanding of the policy issues relating in intellectual property laws and its development in the United Kingdom and in the international context. This module aims to encourage students to think critically about these laws and their wider implications in the society due to the way in which it is constructed and conceived. In this regard, the module introduces students to the legal philosophical justifications such as – natural rights to labour, economic incentive to the creator and so on, and uses the ideas and critiques which flow from these as a platform from which to interrogate law's bias. In order to provide a more contemporary flavour and feel, students will consider current legal, moral and political issues relating to intellectual property laws such as music

copyright and piracy, patents and the pharmaceutical industries and Trademarks and freedom of speech. The module aims to promote a vision and understanding of this area of law, which encompasses the social, the political, the moral, and the economic.

### MCPMD3LHR International Justice and Human Rights

[10 credits] Semester 1, Year 3 (Level 6)

This module aims to provide a critical understanding of both well-established and emerging principles of International Human Rights, focussing on their reality, impact and effects on state practice.

### MLWSS3WAC Women & Crime

[10 credits] Semester 1, Year 3 (Level 6)

This module will consider crimes against women, women offenders and the relevant criminological theories. The module will begin by examining crimes against women. This will include a session on feminist victimology which will introduce to students to how gender affects the types, frequency and perceptions of victimization. It will then move on to consider different crimes and how they are regulated by the criminal law and dealt with in the criminal justice system. Crimes such as rape, domestic violence, sexual harassment and stalking will be discussed. The module will then go on to consider women offenders. This will include a session on feminist criminology which will introduce students to the effects of gender on the frequency and type of crimes committed by women as well as how gender can affect punishment. The module will then consider both specific crimes such as prostitution as well as the availability of certain defences to women offenders.

### MLWSS3ETS Equity & Trusts

[10 credits] Semester 2, Year 3 (Level 6)

This module builds upon the knowledge and understanding of Property Law gained in the second year. It adopts a critical approach to the study of equity. It aims to provide students with a sound grasp of the rules, principles and concepts relating to equity and trusts, by looking first at the historical development of principles of equity and the application of equitable remedies before moving on to consider the substantive law governing trusts.

### MLWSS3FAL Family Law

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to provide students with an in-depth critical understanding of the role of the law in the regulation and legitimisation of the concept of the family and the relationships that these entail. In order to provide students with a more comprehensive understanding of the legal regulation of the family, students will be required to thoroughly engage not only with the substantive rules which underpin the various areas of family law such as marriage, divorce, the division of property, but also with the

theoretical and socio-political ideas, principles and constructs which underpin these. In this way, students are encouraged to adopt a more holistic approach to the study of family law.

### MLWSS3NTL International Law

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to provide an understanding of the interactions between public international law and international relations by explaining these areas from a critical perspective focussing on their reality, impact and effects on national life.

### MLWSS2JUR Jurisprudence

[10 credits] Semester 2, Year 3 (Level 6)

The aim of this module is to provide students with a knowledge and understanding of law as an object of study. It examines the nature of law and its relationship (if any) with morality. It examines law as a form of dispute resolution based on a 'legal' system. It examines questions of the purpose of law and legal reasoning.

### MLWSS3MED Medical Law

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to examine the interaction between medical practice, ethical principles and the law, and the fundamental legal principles governing the doctor-patient relationship. It will offer a detailed consideration of substantive topics to include medical malpractice and compensation of victims of medical accidents, mental capacity and consent to medical treatment, confidentiality of the doctor-patient relationship.

## MEDIA & COMMUNICATION

### MMCMD2CNM Celebrity, News and the Media

[10 credits] Semester 1, Year 2 (Level 5)

The module aims to apply and develop students understanding of a variety of theories and research methodologies through the critical analysis of the relationship between celebrity, news and consumerism, particularly in tabloid cultures. It also aims to develop students' professional skills by enabling them to analyse the role of celebrity as an idealised figure and as a vehicle for consumption associated with mass distribution, the rise of promotions industries and with technological advances both in the media and cultural industries and in wider society.

**MMCMD2MAC Media and Creative Industries****[10 credits] Semester 1, Year 2 (Level 5)**

The aim of this module is to enable students to understand how media, and creative industries operate and are regulated, their characteristics and the cultural and creative artefacts they produce.

**MMCMD2WMC Writing for Media Communication****[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to develop further students' professional communication and creative practices and deepen their understanding of forms of multi-media communication through a specific focus on writing skills. The module also aims to extend student grasp of ethical issues, media theories and their impact on the communication process.

**MMCMD2ADC Advertising in Context****[10 credits] Semester 2, Year 2 (Level 5)**

The aims of this module are, firstly, to enable students to understand how advertising and attitudes to it from the media industry, governments, interested laypeople and advertisers themselves have inflected advertising practice since the birth of formalised advertising agencies and, secondly, to provide a fund of examples on which students can draw on in their own advertising communications at Level 5 and 6.

**MMCMD2PRE PR, Media and Sustainability****[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to develop students' critical thinking about the links between public relations, the media, sustainability and ethics.

**MMCMD2PGE Popular Genres****[10 credits] Semester 2, Year 2 (Level 5)**

The module aims to provide students with the critical tools to develop their appreciation and analysis of different genres of popular culture

**MMCMD2MAS Researching Media and Society****[10 credits] Semester 2, Year 2 (Level 5)**

The aims of the module are to develop in students, critical understanding of the relationship between media and society and to further develop their research skills.

**MMCMD3MBU Media Futures****[10 credits] Semester 1, Year 3 (Level 6)**

The aims of the module are to develop in students a critical understanding of media as businesses, to enable students to critically analyse media organisations as social entities,



and to improve their employability skills by providing them with opportunities to explore real-life management and entrepreneurship case studies.

### MMCMD3MAE Youth Cultures

[10 credits] Semester 2, Year 3 (Level 6)

The aim of the module is to analyse contemporary ethical issues within different social and cultural contexts, on the basis of exploring moral thought, censorship and regulation. It will also examine the ethics of the media and communications researcher in their investigation of such materials, including issues surrounding confidentiality, anonymity, bias, funding and freedom of information.

### MMCMD3APR Advertising Practices

[10 credits] Semester 2, Year 3 (Level 6)

The aim of this module is to enable students to critically assess how advertising operates in the real world and what factors influence these operations. Students need to develop a project for which knowledge of multimedia tools is advisable.

## MULTIMEDIA JOURNALISM

### MJOMD1JRN Introduction to Journalism

[10 credits] Semester 1, Year 1 (Level 4)

Learn about the history of journalism and its role in society

### MJOMD1JWR Journalism: Writing

[10 credits] Semester 1, Year 1 (Level 4)

Learn to how to write news stories across different media platforms

### MJOMD1RJN Radio Journalism 1

[10 credits] Semester 1, Year 1 (Level 4)

Learn how to produce radio journalism

### MJOMD1JSF Journalism: Story Finding

[10 credits] Semester 2, Year 1 (Level 4)

Learn how to generate and produce original journalism

### MJOMD1PLE Politics Law and Ethics 1

[10 credits] Semester 2, Year 1 (Level 4)

Learn the basics of UK media law

MJOMD1TJN Television Journalism 1  
[10 credits] Semester 2, Year 1 (Level 4)  
Learn how to produce TV journalism

MJOMD2MMJ Multimedia Journalism  
[10 credits] Semester 1 & Semester 2, Year 2 (Level 5)  
Learn how to publish engaging multimedia journalism

## MUSIC

MMUMD1MNF Music Industry Fundamentals  
[10 credits] Semester 1, Year 1 (Level 4)

The aim of this module is to enable students to gain a broad understanding of the background, structure and organisation of the music industry and to give them a foundation for determining their own potential role within it. This will include the concepts of intellectual property and copyright, the development and production of recorded music and the marketing and distribution of finished product together with the requirements regarding performance and promotion. Also included will be an examination of both the operation of major and independent record companies and DIY releases together with the marketing of music from both composers and performing artists. The module will introduce students to the legal framework within which music is composed, performed, recorded and licensed through a consideration of copyright and publishing and of the industry bodies that exist to support, promote and protect the composition, performance and recorded rights owners. There will be strong practical element where students will have the opportunity to work with other year groups in producing a number of music products for release on the University's in-house record label, C3U Records, thus enabling them to experience a 'real world' music industry environment.

MPFMD1DVS Devising  
[10 credits] Semester 2, Year 1 (Level 4)

This module focuses on interdisciplinary working and the devising process. The investigation and development of ideas through exploration tasks is central to the work. It includes a study of mainstream/traditional devising devices and compositional structures and offers an introduction to aspects of production and design.

MMUMD1MSC Music in Society;  
[10 credits] Semester 2, Year 1 (Level 4)

The module aims to develop a critical understanding of the concept of music's social and cultural contexts. Taking a broadly sociological perspective, the module will examine practitioners, audiences and consumers of music through history and in a range of societies, and will investigate the social factors influencing the status of a given music at a given time and place. The critical understanding developed within this

module will provide a strong foundation for independent thinking in musicological inquiry at levels 5 and 6.

### MMUMD1PJC Projects in Composition

[10 credits] Semester 2, Year 1 (Level 4)

This module aims to provide students with a broad understanding of directions in music after 1950 and some of their related compositional techniques. It will cover a number of stylistic approaches including to harmony, form, notation and sound. It aims to explore developments in compositional technique, musical performance, the conception of music and the link between these three in order to equip students to follow a variety of compositional and analytical paths after completing the module. There will be in-depth focus on particular musical examples which will allow students to develop a theoretical knowledge of composers and works as well as movements in the time period.

*\*This module requires existing practical skills in music, including notation. We could welcome students who already have a background in the skill that they would like to study. It is probably best if the Erasmus office can get in touch with Dr Lauren Redhead to check before signing students up to these modules.*

### MPFMD2APL Arts and Politics

[10 credits] Semester 1, Year 2 (Level 5)

Political dimensions of art, art's ability to act as a catalyst for political change, and the use and abuse of arts by political movements have always been an urgent talking point of artistic and academic debates. This module examines the incorporation of political agendas into theatre, music, and dance. Students will engage with a variety of key artistic practices and political concepts that have underlain the interactions between arts and politics.

### MMUMD2CSK Creative Industry Skills

[10 credits] Semester 2, Year 2 (Level 5)

The aim of the module is to equip students with a range of practical, creative skills in music that are related to, and appropriate for, a range of professional settings. These may include, but may not be limited to, recording, editing, mixing, music technology, arranging, conducting, jazz improvisation, ensemble rehearsal and recital, and composition. Students will work to develop their own projects in two of these skills, while learning about the creative and professional contexts in which they may go on to apply them. Where appropriate, students will be encouraged to develop their work for public presentation; professional standards of preparation and presentation relevant to their chosen creative disciplines will be assessed, along with their creative practice.

*\*This module requires existing practical skills in music, including notation for Composition. Creative Industry Skills has options like: orchestration, composition (acoustic or tech), jazz, HIP, conducting. We could welcome students who already have a background in the skill that they would like to study. It is probably best if the Erasmus*

*office can get in touch with Dr Lauren Redhead to check before signing students up to these modules.*

### MPFMD2AND Arts and Individual

[10 credits] Semester 2, Year 2 (Level 5)

The creative arts in the past two centuries have placed great importance on the individual. Recurring themes include the individual visionary artist as outsider, art as expression of individual suffering, and the star performer. This module explores the theme of the 'individual' in theatre, music and dance through investigating influential works and artists that embody this theme. Students will thereby gain a critical understanding of concepts that have shaped the development of the performance arts, and that continue to underpin contemporary practice. The knowledge and understanding developed in this module will provide a strong foundation for independent thinking and further artistic enquiry at level 6, as well as informing students' practice in all creative arts disciplines through an understanding of the broader context for their practice.

### MMUMD2MAC Music and Culture

[10 credits] Semester 2, Year 2 (Level 5)

The module aims to introduce students to the field of ethnomusicology in its broadest definition: its history, methods and subjects. The technical and critical understanding developed in this module is a firm foundation for any student pursuing in-depth study at level 6.

### MPFMD3CAP Community Arts Project

[10 credits] Semester 1, Year 3 (level 6)

This module focuses on the application of skills, knowledge and understanding of interdisciplinary arts related to a community arts context. The module is centered on developing a performance for a community audience and related challenges, concerns, issues and practicalities of project development, management and completion.

### MMUMD3PCS Professional Creative Industry Skills\*

[10 credits] Semester 1, Year 3 (Level 6)

The aim of the module is to develop students' practical skills in music, relating them to a range of professional settings and standards. These may include, but may not be limited to, music production, accompaniment, historically informed performance practice, composition to a brief or using music technology, ensemble management and direction, orchestration, free or jazz improvisation, or the creation of a music edition. Students will work to develop their own projects in two of these skills, whilst learning about the creative and professional contexts in which they may be applied. Students will be encouraged to develop their work for public presentation; professional standards of presentation relevant to their chosen creative disciplines will be assessed, along with their creative practice.

*\*This module requires existing practical skills in music, including notation for Composition. We could welcome students who already have a background in the skill*

*that they would like to study. It is probably best if the Erasmus office can get in touch with Dr Lauren Redhead to check before signing students up to these modules.*

### **MMUMD3CPR Professional Creative Industry Project\***

**[10 credits] Semester 2, Year 3 (Level 6)**

This module aims to offer students the opportunity to develop a project in a creative skill, with reference to the professional settings and standards in which they will work after they graduate. These may include, but may not be limited to, music studio skills, compositions that meet industry standard briefs, management of music events, the creation of orchestrations or editions suitable for publication, or ensemble performances in areas that use specific skills such as jazz, historical performance or performance with live media. Students will develop and respond to a professional brief, whilst making reference to the creative and professional contexts of their project. They will develop their work for public presentation; professional standards of presentation relevant to their chosen creative disciplines will be assessed along with their creative practice.

*\*This module requires existing practical skills in music, including notation for Composition. We could welcome students who already have a background in the skill that they would like to study. It is probably best if the Erasmus office can get in touch with Dr Lauren Redhead to check before signing students up to these modules.*

## **POLICING & CRIMINAL JUSTICE**

### **MNPMD2CNV Criminal Investigation**

**[10 credits] Semester 1, Year 2 (Level 5)**

The main aims of the module are to develop students' knowledge and understanding of police investigations in the UK and the law underpinning these investigations. The module requires students to become acquainted with the history, structure and function of investigative work in the UK as well as concepts and procedures and current practices relating to police investigations of volume, series and major crimes. In addition students will acquire a knowledge and understanding of the current law in relation to police investigative powers, safeguards for suspects, and selected criminal offences.

### **MNPMD2ECP Evidence-Based Community Policing**

**[10 credits] Semester 1, Year 2 (Level 5)**

The overall aim of the module is to develop an understanding of evidenced based policing, neighbourhood and community policing, and the value of volunteering within the community. This will be done by examining the key features of each and considering arguments for and against their adoption. The module aims to develop within the student an understanding of local policing strategies, organisations and issues; how the police engage and work in partnership with others and the use of the best available evidence to inform decisions about practices and policies. The module also aims to develop an ability to identify professional and academic literature related to local, neighbourhood and community policing and evidenced based practice and to

engage with issues related to this area of study in an independent and autonomous manner. Students will also be required to undertake a volunteering opportunity through which they will gain an appreciation of the role and function of a community group/organisation. The student will aim to understand the breadth of the issues facing such organisations.

*Module incorporates Work-Based Learning in form of community volunteering placement*

### **MNPMD2FNC Frontiers of New Criminality: Cybersecurity in the 21<sup>st</sup> Century [10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to provide students with the opportunity to develop knowledge and understanding of cyber security and the increasing important requirement for global business and modern society to protect digital assets and activities in cyber space. Information technology and associated communications' networks and services pervade our everyday lives. The challenge to understand cyber risk and deliver effective and accessible security becomes harder as technology continues to rapidly evolve and our systems become ever more complex. Consequently, the module will explore the threats faced by individuals and organisations; the extent of cybercriminal activities and the techniques and skills required to meet the challenge of cybercrime.

### **MNPMD2FFN Fundamentals of Forensic Investigation [10 credits] Semester 1, Year 2 (Level 5)**

This module aims to provide students with the key concepts and theories underpinning forensic investigation in preparation for later modules. The module first critically examines Locard's theory on transfer and Kirk's assertions regarding uniqueness and, hence, individualisation. It then explores the principles associated with each stage of a forensic investigation, including crime scene investigation, forensic laboratory analysis and presentation of evidence and identifies the role of forensic professions in answering investigative questions. The theories are then applied to the main categories of forensic evidence and issues such as the nature of science, the analysis of arguments and inductive and deductive reasoning are addressed. These themes are further developed during the remainder of the programme.

### **MNPMD2NPS International Policing – Structures and Dynamics [10 credits] Semester 1, Year 2 (Level 5)**

The module will scrutinise the development of the nation state, the role of the police within the nation state and the purpose and effectiveness of national borders. It will explore the police and criminal justice systems within each nation state and compare these internationally highlighting the differences and similarities. The module will examine the non-state dynamic imperatives that require police forces to cooperate internationally, and will chart the development of the mechanisms that developed to assist them to do so. This will include a study of Interpol, Europol and the policing provisions of the Schengen Accord and the European Union. The module will specifically consider the European Union, and following Weber's dictum, consider the possible development of a future European police force.



**MNPMD2MJN Decision Making Theory and Practice in Policing**  
**[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to bridge the gap between theory and practice in policing by offering understandings from the emerging arena of critical incident management. Critical incident management has a broad definition and wide application in society, this module will explore theory and practice in contemporary policing to examine factors which can contribute to the evolution of a critical incident in practice. A critical incident will be defined as a set of decisions, which can result in a loss of confidence from the on the victim, family and society more broadly. The module aims to develop decision making and psychological theory understandings in policing by consideration of non-technical skills which are underpinned by empirical evidence and science. Theoretical principles to be addressed in the module are decision making models, situational awareness, personal and collective decision making, leadership and team functioning, environmental constraints and stressors. The module will consider the application of critical incident understanding in different contexts practically, e.g., murder investigation, road death, arson, safeguarding children, missing persons and fire-arms use. Learning in safe place, and in the absence of practical error, is the theme of the module.

Module includes use of Hydra Suite <http://www.canterbury.ac.uk/social-and-applied-sciences/law-criminal-justice-and-computing/facilities/hydra.aspx>

**MNPMD2ERC Evidence relating to Criminal Investigations**  
**[10 credits] Semester 2, Year 2 (Level 5)**

The module will conduct an in depth analysis of evidential issues and how these affect criminal investigations. Beginning with an analysis of the burden and standard of proof, the module considers areas such as a competence and compellability of witnesses, witness anonymity, CPIA, identification, admissibility of evidence, investigative interviewing, hearsay and bad character. Not only does the module cover areas relevant to investigations pre-trial, but it also considers elements of the process at trial and beyond (i.e. Appeals).

**MNPMD2PCJ Psychology and the Criminal Justice System**  
**[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to give students an introductory understanding of forensic psychology and its impact on the criminal justice system. It will explore how psychology has changed criminal justice procedures, impacted on police practice and given a better understanding of people involved in the criminal justice system such as: perpetrators, victims and witnesses. Special attention will be paid to vulnerable people with lectures on addiction and mental health. Additionally, this module will explore the psychology of the court process and the prison system utilising psychology to understand trial proceedings, the impact of psychological processes on sentencing and the application of psychology to the treatment of offenders.

### MNPMD3CSA Crime Scene Analysis

[10 credits] Semester 1, Year 3 (Level 6)

A crime scene is any place, person or object that may be subject to a criminal investigation. Therefore, effective handling of crime scenes is essential in ensuring that the police are able to access evidence which may potentially prove or disprove the involvement of a suspect in a criminal offence and intelligence which might provide support for the investigation. This module chiefly aims to develop a clear understanding of the crime scene processing by providing theory on the role and processes of the crime scene and exploring the potential of the various types of evidence that may be encountered. The module also enables students to develop the practical skills required to function as a crime scene investigator, demonstrating the difference between the investigation of volume crime and serious crime scenes.

### MNPMD3MCR Major Crime Investigation

[10 credits] Semester 1, Year 3 (Level 6)

This module critically examines the police investigation of major crimes, particularly in the form of homicide. It brings together student knowledge of policing and general crime investigation and develops their ability to critically analyse all aspects of major crime investigative practice. Drawing upon published research and high profile miscarriages of justice, as well as current and newsworthy major crime investigations, the students will be required to understand the processes, procedures and rationale that sit behind such important police investigations. There will also be critical discussion of how this process can be sustained in the austerity paradigm, and the ongoing considerations regarding privatisation of certain police functions.

### MNPMD3PRF Police Reform and the Future of Policing

[10 credits] Semester 1, Year 3 (Level 6)

The module will explore how the public police in England and Wales are broken down into numerous separate yet uniquely linked constabularies. The recent major reforms to the police in both Northern Ireland and Scotland will be examined to understand the rationale behind the reform processes that were undertaken. The module will also draw upon and develop the students understanding of how public policing in England and Wales is delivered. The various stages of any reform process; structural change, cultural change and collaboration together with the role the College of Policing will play will be considered.

### MNPMD3PTP Policing Terrorism and Political Violence in the UK

[10 credits] Semester 1, Year 3 (Level 6)

This module aims to give students an understanding the emerging arena of critical incident management in policing, with a focus in application to the policing of terrorism in the UK. Critical incident management has a broad definition and wide application in practice. The module will consider diverse case studies which examine in practice issues of decision making processes in controversial police decision making in policing, and capture the critical instance learning points from these instances. The course will consider policing terrorism in contemporary society, history, philosophy, morals and ethics, decision making and balancing priorities and audiences. The multi-faceted dynamics surrounding, human rights, models of policing terrorism (intelligence, community etc), CONTEST, radicalisation and the law will come together offering a

focused examination of theory and practice in policing the problem of terrorism and political violence in the UK.

Module utilises Hydra suite <http://www.canterbury.ac.uk/social-and-applied-sciences/law-criminal-justice-and-computing/facilities/hydra.asp>

### **MNPMD3YSP Psychology of Serious and Prolific Offending**

**[10 credits] Semester 1, Year 3 (Level 6)**

The module will explore the key concepts, methods, principles and paradigms that are relevant to specialist areas of criminal psychology. The focus is on offences impacting the society and individuals due to being particularly prolific (e.g. property offences), rarer but serious (e.g. mass homicide), or both (e.g. domestic violence). The module will consider the role of psychology in understanding, preventing and investigating such offences. The exact content will reflect current issues, so may change from year to year, but potential topics include e.g. female homicide offenders, infanticide, male rape, hostage negotiation, terrorism and mass violence, child abduction and missing persons, stalking, and arson. In addition to these, related topics such as geographical profiling, post-traumatic stress disorders in victims and emergency personnel, high security psychiatric hospitals and recruitment of CJS personnel and psychometric testing will be addressed where appropriate. Throughout the module, the lectures will refer to key research, particularly in relation to serious and prolific offending behaviours and ways to address them and students will be provided with additional sources to consult and critique.

### **MNPMD3NDA Investigating Rape and Domestic Abuse**

**[10 credits] Semester 2, Year 3 (Level 6)**

This module critically examines the police investigation of rape (as well as other serious sexual assaults), and domestic abuse. It enhances student knowledge in relation to previous studies of criminal investigation, by developing their ability to critically analyse all aspects of the police response to rape. Similarly the same critical analysis will take place in relation to the police response to domestic abuse. It is no surprise that the police response to both of these types of crimes has attracted much criticism in the past. This module will analyse to what extent the police have improved, and discuss how they conduct their modern investigations in the wider criminal justice setting, and in partnership with other agencies. All content will be discussed against the backdrop of research relating to sexual and violent offending, case studies and case law. Some criminal justice practitioners will be invited to speak in order to add a practical element to the module.

### **MNPMD3CPG Transnational and Organised Crime**

**[10 credits] Semester 1, Year 3 (Level 6)**

This module will examine ways of conceptualising and defining global challenges to policing in the form of transnational organised crime. It will consider its origins and manifestations in modern affluent democracies and in third world economies. The contagion, evolution, intensity and impact of organised crime networks will be analysed, particularly in relation to the crime-terror nexus. The significance and effectiveness of global community policing initiatives as a response to organised crime will be explored. A recurring theme throughout the module will be the impact of transnational organised crime on the governance of civil society and on global

democracy, particularly in relation to the increasing encroachment of law enforcement strategies on civilian populations.

### MNPMD3PHR Beyond Policing: Human Rights and Global Challenges

[10 credits] Semester 2, Year 3 (Level 6)

The module will examine the development of the human rights ideal and its crystallisation in the form of international and local humanitarian treaties and legislation, specifically the UNCHR, the ECHR and the Human Rights Act. It will then consider how these standards have been applied internationally to dealing with global issues which go beyond the ability of law enforcement agencies and judicial systems to respond. The issues raised by the crime–terror nexus in relation to restrictions on Human Rights transnationally will be explored, as well as the ways in which international state and judicial responses have sanctioned a dilution of these rights, for example in the case of torture and instances of direct state intervention.

### MNPMD3MHC Mental Health and the Criminal Justice System

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to explore the stigma attached to mental health problems linking to historic beliefs and provide students an understanding of the impact of mental health conditions on an individual's ability to manage involvement with the criminal justice system; how mentally ill people need specialist treatment when they come into contact with the criminal justice system as victims/witnesses/offenders; how the role and value of psychiatry and psychology helps in delivering such treatment; and how psychology has changed criminal justice procedures, impacting on police practice and giving a better understanding of people with mental health conditions. The module will also explore the community, prison and inpatient psychiatric care schemes, MARAC and MAPPA programmes, and joint working between mental health services and the criminal justice services.

### MNPMD3PPC Policing Public Order and Crowd Psychology

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to bring together research, theory and practice to give students an understanding of the relationship between social disorder in society, public order policing, and crowd psychology. The course will consider dominant theories which under-pin models of crowd psychology (e.g., LeBon, Allport, SIT & SCT). Taking an inter-group perspective, crowd psychology and police perspectives of disorder will be deconstructed to illustrate the psychological dynamics which create the conditions necessary for collective violence. Key case studies will draw on social disorder in different contexts (e.g., protests and demonstrations, and domestic and international football events). The benefit in uniting empirical research with practical policing principles will be explored in addressing the emergence of policing principles of Dynamic Risk Assessment and Graded Tactical Deployment as empirically informed good practice principles.

## **POLITICS & INTERNATIONAL RELATIONS**

### **MPLMD1NPG Introduction to Politics and Governance**

**[10 credits] Semester 1, Year 1 (Level 4)**

This module has two aims; first, to provide you with an understanding of key issues and themes in the study of politics; second, to develop the key skills you will need to progress through your university career. The module will combine areas of political science, political theory and methodology with important skills training. In doing so, the module will work on a thematic basis to examine important political concepts, will introduce you to life at university and provide a skills base that should allow you to best cope with and benefit from your degree programme.

### **MPLMD1KPT Key Political Thinkers**

**[10 credits] Semester 1, Year 1 (Level 4)**

This module aims to provide an introduction to classic and modern European political theory, in a way that is relevant to both politics and international relations. Key thinkers will include Machiavelli, Hobbes, Lock and Kant. Its focus is political philosophy. Several areas of contestation including the nature of good government, the importance of discourses of human rights, and the role of national interest will emerge, providing you with the necessary theoretical and conceptual tools to make connections between the political concerns of the past and present – be it at the national, European, or international levels.

### **MPLMD1PPS Power, Politics & the State**

**[10 credits] Semester 1, Year 1 (Level 4)**

The module aims to introduce you to some of the key issues and challenges pertaining to the study of the state, its modes of power (territory and sovereignty), methods of political representation, and broader forms of governance. Key questions will include: How does political investigation differ from other forms of academic investigation? What is the nature of political power? How does it operate in practice? What concepts are used to explain the role of the state, and its principle attribute of sovereignty? Moving from these three core concepts, the module will go on to examine related and supporting concepts. How have different theoretical approaches conceived of the relationship between authority and legitimacy? What do we understand by 'democracy', and how does it differ, say, from 'authoritarian' forms of government? What is the relationship between political and economic power?

### **MPLMD1CBP Contemporary British Politics**

**[10 credits] Semester 2, Year 1 (Level 4)**

This module will help you build a firm foundation of knowledge about the issues and challenges which have preoccupied British politicians and voters in past decades, many of which continue to concern us today and all of which have had a crucial bearing on contemporary political practice. The module will subject crucial aspects of contemporary British political history to critical analysis. You will end up better-informed and more sceptical, better able to tackle the more advanced modules available in British politics in

the second and final years. The module will provide you with a much improved understanding of the country's political heritage and current political scene.

### MPLMD1CGP Contemporary Global Politics

[10 credits] Semester 2, Year 1 (Level 4)

This module will aim to provide a basis of knowledge and skills which will prepare you for the more advanced work on global politics to be undertaken at in years two and three. Key issues will include the emergence of modern empires, the emergence of a global political world where state power is less significant. The module will allow you to see how the acquisition, possession and loss of state power became systematised over time and in different ways, and enable you to explain critically the responses which have been made to this loss of power, from protectionism to full scale war.

The module will aim to provide you with knowledge of the significant historical differences which may be considered to exist between political systems and structures – and indeed empires – grounded in the nation state, and the global political world which it can be argued we have now entered.

### MPLMD1CGP Europe: From Continent to Community

[10 credits] Semester 2, Year 1 (Level 4)

This module will introduce you to the politics, policies and Member States of the European Union. It will combine the 'politics' priorities of institutions, sovereignty and decision making, with the 'international relations' focus on global and regional issues pertaining largely to conflict and cooperation. As such, the policies and politics, the institutions and integrations will be examined both from an historical and a theoretical perspective.

### MPLMD2BCP British Politics: Continuity and Change

[10 credits] Semester 1, Year 2 (Level 5)

This module introduces you to the structure of British politics and the practical functioning of British government. Providing a contemporary focus, the main political and administrative institutions in the British system will be examined and set within a comparative context. This module will examine alternative political processes as well as the formal institutions of state; Therefore powerful forces such as political parties, non-governmental organisations and the British media will be examined alongside institutions such as Parliament, the Prime Minister, the civil service and the constitutional monarchy.

### MPLMD2EUP European Union; Power, Policy & Integration

[10 credits] Semester 1, Year 2 (Level 5)

This module is designed to provide an in depth understanding of the European Union; Based on both its legal foundations and the political will of its member states to engage in the ambitious, and unique, European integration project. Themes to be examined will include; The scope of community power – why do states cede autonomy to a European supranational body? The supremacy of EU law – to what extent, and under what conditions, must member states apply EU directives and legislation? The complexity of EU decision making – why are different legislative procedures used for different policy areas? The judicial system – what role is played by direct actions and preliminary rulings within the judicial system? We will also examine some of the major policy areas covered



by the EU; For example, the continuing debate over the role of the EU in a common defence strategy; And some of its major legal doctrines.

### **MPLMD2FMF Federalism, Multinationalism and the Future of Europe**

**[10 credits] Semester 1, Year 2 (Level 5)**

The module aims to develop awareness of the connection between the development of regional forms of government (in federal and regional states), the issue of multinationality and the evolution of the European Union. It studies the evolution and functioning of federal and regional government in a number of countries (including Belgium, Germany, Switzerland, Austria, the USA, Canada and Bosnia and Herzegovina) and also provides some important insight into the discourses of federal theory (by focusing on the connection of federalism and democracy and the study of federalism and socialism). Finally, the module aims at assessing the role of the European Union (EU) in the federalist discourse.

### **MPLMD2GBE Global Ethics**

**[10 credits] Semester 1, Year 2 (Level 5)**

This module aims to introduce you to the key debates in contemporary global ethics, from the cosmopolitanism versus communitarianism debate to the deontological versus consequentialist approach to politics. This module will also offer a number of conceptual and theoretical tools that will allow you to understand and assess politics and political action through an ethical and moral prism. Finally, it gives you the opportunity to understand in detail the ethical dilemmas associated with some of most pressing issues in contemporary global politics, namely, the legitimacy of international humanitarianism, the utility of development aid or the role multinational corporations play in fulfilling an ethical agenda in the international markets.

### **MPLMD2PLR Political Research**

**[10 credits] Semester 1, Year 2 (Level 5)**

The main aim of this module is to develop your appreciation of the importance of political enquiry, the contours of the empirical research process, and refine your ability to utilise these methods in your academic work. Through practical engagement and application of research skills you will gain an understanding of how the political arena operates in reality, and how to apply your research skills and wider subject knowledge to the realm of concrete politics.

### **MPLMD2CPS Comparative Politics: States and Societies**

**[10 credits] Semester 2, Year 2 (Level 5)**

This module is designed to provide an in depth understanding of the European Union; based on both its legal foundations and the political will of its member states to engage in the ambitious, and unique, European integration project. You will first look at the history the European Union by studying its institutions. Themes to be examined will include; the scope of community power – why do states cede autonomy to a European supranational body? The supremacy of EU law – to what extent, and under what conditions, must member states apply EU directives and legislation? The complexity of EU decision making – why are different legislative procedures used for different policy areas? The judicial system – what role is played by direct actions and preliminary rulings

within the judicial system? Second, you will examine some of the major policy areas covered by the EU; for example, the continuing debate over the role of the EU in a common defence strategy; and some of its major legal doctrines.

### MPLMD2GLG Global Governance

[10 credits] Semester 2, Year 2 (Level 5)

This module has three aims. First, it provides a broad introduction to concepts and examples of globalisation and governance using a range of 'globalisation theories' including approaches to governance, regime theory, neoliberal institutionalism and hegemonic stability theory. Second, it provides a detailed exploration of international, supranational and global dynamics, their mandate, composition, operation and impact across a range of international policymaking. Third, it presents a series of practical, institution specific case studies, by which to explore in detail four specific themes of multilateral policymaking that arguably display differing forms of contemporary governance: Security (e.g. UN, IAEA, NATO, OSCE, EU), Justice (e.g. ICJ, ICC, ICTY, ICTR), Environment (e.g. UNEP, CEC, EU), Humanitarian Issues (e.g. UN agencies including UNCDF, UNCHS, UNDP, UNHCR, UNRWA, WFP, IBRD, EBRD).

### MPLMD2GLG Global Governance

[10 credits] Semester 2, Year 2 (Level 5)

This module has three aims. First, it provides a broad introduction to concepts and examples of globalisation and governance using a range of 'globalisation theories' including approaches to governance, regime theory, neoliberal institutionalism and hegemonic stability theory. Second, it provides a detailed exploration of international, supranational and global dynamics, their mandate, composition, operation and impact across a range of international policymaking. Third, it presents a series of practical, institution specific case studies, by which to explore in detail four specific themes of multilateral policymaking that arguably display differing forms of contemporary governance: Security (e.g. UN, IAEA, NATO, OSCE, EU), Justice (e.g. ICJ, ICC, ICTY, ICTR), Environment (e.g. UNEP, CEC, EU), Humanitarian Issues (e.g. UN agencies including UNCDF, UNCHS, UNDP, UNHCR, UNRWA, WFP, IBRD, EBRD).

## PSYCHOLOGY

### MPSMD1BMB Brain, Mind and Behaviour

[10 credits] Semester 1, Year 1 (Level 4)

Psychobiology and cognitive psychology are core areas of the British Psychological Society's curriculum for accredited undergraduate programmes. Hence, this module introduces you to key topics and concepts within these areas to illustrate the contribution that psychobiology and cognition have made to our understanding of the brain, cognition, behaviour and the links between them, while maintaining a strong evolutionary focus.

### MPSMD1SDS Social and Developing Self

[10 credits] Semester 1, Year 1 (Level 4)

Social Psychology, Developmental Psychology and Individual Differences are core areas of the British Psychological Society's curriculum for accredited undergraduate

programmes. Hence, this module introduces you to key topics and concepts within these areas to illustrate the contribution that Social and Developmental Psychology, and the psychology of Individual Differences, have made to our understanding of the person.

## **SPORTS AND EXERCISE SCIENCE**

### **MSPMD1BSE Introduction to Biomechanics in Sport and Exercise**

**[10 credits] Semester 1, Year 1 (Level 4)**

The aim of this module is to introduce students to the biomechanical basis of sport and exercise, through both theoretical and practical experience. The module provides a foundation in the analysis of human movement, covering basic movement terminology, functional anatomy and principles of movement. It aims to apply fundamental biomechanical concepts to the study of human movement in sport and exercise.

### **MSPMD1SEP Introduction to the Psychology of Sport, Exercise and Skill Acquisition**

**[10 credits] Semester 1, Year 1 (Level 4)**

The module aims to provide an introduction to the fundamental psychological constructs that underpin our understanding of human behaviour and learning in sport and exercise settings.

### **MPEMD1LPA Learning Through Physical Activity**

**[10 credits] Semester 1, Year 1 (Level 4)**

The module aims to enable participants to develop their knowledge and understanding of how the theories and principles that underpin learning, teaching and assessments can be applied in the context of physical education, sport and exercise.

### **MSPMD1HER Orientation to Higher Education and Research**

**[10 credits] Semester 1, Year 1 (Level 4)**

The aim of the module is to enable students to become more independent, reflective and self-managed in their approach to study, learning and time management. Additionally, the orientation module aims to build on participants' pre-existing skills and experience to make for a smooth transition to Higher Education and the challenges it presents.

### **MPEMD1FPE Foundations of Physical Education**

**[10 credits] Semester 2, Year 1 (Level 4)**

The aims of the module are to provide a theoretical foundation to learning and teaching in physical education in primary and secondary schools. The module aims to introduce participants to key issues, values and concepts and enable them to engage with theoretical aspects of physical education. It is the aim of the module to provide an

opportunity for participants to begin to develop their pedagogical understanding of, and philosophy for physical education.

### **MSPMD1SEH Introduction to Sport and Exercise Physiology**

**[10 credits] Semester 2, Year 1 (Level 4)**

The aim of this module is to introduce students to the physiological basis of sport and exercise. It will cover basic human physiology and metabolism with specific reference to the body's responses and adaptations to physical activity.

### **MSPMD1SCS Introduction to Sport, Culture and Society**

**[10 credits] Semester 2, Year 1 (Level 4)**

The aim of the module is to introduce students to selected central concerns in the sociology of sport and exercise. The module provides a foundation for developing an understanding of the relationships between sport, leisure and PE and the socio-cultural contexts in which they exist.

### **MPEMD1TLP Learning & Teaching in Physical Education**

**[10 credits] Semester 2, Year 1 (Level 4)**

The module aims to enable participants to develop their knowledge and understanding of how the theories and principles that underpin learning, teaching and assessments can be applied in the context of physical education, sport and exercise.

### **MPEMD2PPE Inclusive Practices in Physical Education**

**[10 credits] Semester 1, Year 2 (Level 5)**

This module aims to introduce students to the issues of inclusion in education and adapted physical activity and how they apply in physical education. The module aims to combine a theoretical approach with practical engagement to challenge students to consider and experience a full range of issues related to inclusion, special education needs and adapted physical activity.

### **MSPMD2PSP Psychology of Sport**

**[10 credits] Semester 1, Year 2 (Level 5)**

The module aims to provide an introduction to the fundamental psychological constructs that underpin our understanding of human behaviour and learning in sport and exercise settings.

### **MSPMD2RMS Research Methods in Sport & Exercise**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of this module is to develop students' understanding of research methods typically used within sport and exercise science.

**MSPMD2SEB Sport & Exercise Biomechanics****[10 credits] Semester 1, Year 2 (Level 5)**

The aims of this module are to enable students to develop a greater understanding of selected biomechanical principles that influence physical performance, through applying selected theoretical concepts to sport and exercise contexts. It will also aim to develop students' competency in the scientific techniques used to evaluate biomechanical aspects of exercise.

**MSPMD2SET Sport & Exercise Training****[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to develop understanding of the physiological factors which influence sport and exercise performance, with specific focus on the methods and techniques used to enhance these factors.

**MPEMD2APE Assessment and Evaluation in Physical Education****[10 credits] Semester 2, Year 2 (Level 5)**

The module aims to enable participants to develop their understanding of the principles, modes and policies of assessment; and to develop a deeper understanding of the ways in which assessment and evaluation practices affects learning in physical education, sport and exercise. The module aims to enable participants to consider how the teaching, learning and assessment continuum impacts on lifelong participation, certification, accreditation and employability in sport related domains.

**MPEMD2CPE Contemporary Issues in Physical Education****[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to introduce participants to a range of issues which apply to physical education and school sport. The module will explore the historical foundations of physical education and its influence on contemporary practice through the analysis of pupils' experiences of physical education and school sport and relevant literature

**MSPMD2NSE Nutrition for Sport & Exercise****[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to develop an understanding of nutritional factors which influence physiological function and the associated links to health, fitness, and sport performance.

**MPEMD2PPA Pedagogy for Physical Activity****[10 credits] Semester 2, Year 2 (Level 5)**

The module aims to enable participants to develop their knowledge and understanding of pedagogy and practice in teaching practical activities. The focus will be on how teachers arrange the learning environment and how this knowledge enables pupils to acquire intended learning outcomes. A range of instructional models will be explored to

illustrate pupil centred approaches to learning. The module will provide a core practical experience that can be used by the participants to explore concepts and themes from across their field of study.

### **MSPMD2PMC Perceptual and Motor Skills in Sport Coaching**

**[10 credits] Semester 2, Year 2 (Level 5)**

The aims of this module are to provide insight into some of the factors which influence the acquisition and performance of perceptual and motor skills in sport. The student will develop an understanding of selected cognitive and ecological approaches to skilled performance and the components of those models. Furthermore, a range of theoretical approaches to skill acquisition will be examined in light of current coaching practice.

### **MSPMD2PEH Psychology of Exercise & Health**

**[10 credits] Semester 2, Year 2 (Level 5)**

The aim of this module is to develop the student's understanding of the many psychological factors associated with the adoption of, adherence to, and relapse from exercise.

### **MSPMD2SLF Sporting Identities & Lifestyles**

**[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to develop an understanding of the cultural meaning and significance of sport and exercise in selected societies. Specifically, the module explores the nature and characteristics of sport and exercise related sub-cultures by focusing on selected sociological themes and issues.

### **MSPMD3AEH Applied Exercise and Health Psychology**

**[10 credits] Semester 1, Year 3 (Level 6)**

The aims of the module are to enhance students understanding of the application of psychological strategies to enhance participant's adoption of, adherence to, and experience of exercise. Students will also be presented with current topics within health and exercise psychology, this module will encourage the skills necessary for students to critically investigate and explore these issues.

### **MPEMD3LPE Learning in PE**

**[10 credits] Semester 1, Year 3 (Level 6)**

The aims of this module will enable participants to consolidate their understanding of the contested nature of the aims of physical education through an in depth analysis of factors that underpin learning in physical education. Participants will be required to engage and analyse a broad range of issues that affect learning and curricula in physical education including; policy at macro and micro levels; sociological and psychological factors; and the teaching process.



**MPEMD3PVB Perspectives, Values & Beliefs in PE****[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to extend participants thinking in relation to issues introduced in the Contemporary Issues in Physical Education module at level 5. The module will explore the range of values and beliefs about how physical education should be contemplated, taught and practiced. Students will be presented with a range of perspectives which derive from academic and political thinking in order to encourage critical reflection upon the varied ways in which Physical Education is understood within society and implemented within the curriculum. The intention is to develop students' critical awareness of the role of Physical Education in terms of its impact upon the individual as well as society as a whole.

**MSPMD3PSC Psychology of Sport Coaching****[10 credits] Semester 1, Year 3 (Level 6)**

The aim of this module is to provide an understanding of the psychology of coaching in sport and to reflect upon coaching skills and effective strategies to encourage and improve sports performance.

**MSPMD3RBC Rethinking Sport, Health and Body Cultures****[10 credits] Semester 1, Year 3 (Level 6)**

The aim of this module is to critically examine the complexity and contradictions of established and dominant ideas about bodily performance and appearance in sport and leisure cultures.

**MSPMD3SPE Sporting Extremes****[10 credits] Semester 1, Year 3 (Level 6)**

The aim of the module is to consider selected topics that impact upon an individual's ability to perform strenuous physical activity.

**MSPMD3ASP Applied Sport Psychology****[10 credits] Semester 2, Year 3 (Level 6)**

The aim of this module is to develop an understanding of the role of sport psychology in supporting and improving performance and the psychological well-being of individuals in a variety of sport situations.

**MSPMD3PEB Performance Biomechanics****[10 credits] Semester 2, Year 3 (Level 6)**

The aims of this module are to evaluate the role of biomechanics in sport and exercise performance, focusing on the biomechanical demands of specific sports. It will also demonstrate how an understanding of biomechanics can improve techniques, technologies and equipment used in sport and exercise.

### MSPMD3PAH Physical Activity and Health

[10 credits] Semester 2, Year 3 (Level 6)

This module aims to: i) provide an in-depth understanding of the effects of physical activity upon health; ii) encourage a deeper understanding of the important 'issues' in the context of physical activity and health and their foundation in the health-related research literature; iii) allow appropriate physical activity to be prescribed to members of the general population.

## **THEOLOGY, RELIGION, PHILOSOPHY & ETHICS**

*Please note that all modules are available to exchange students but subject to confirmation and available spaces*

### MRPMD1ETS Ethical Theories and Issues

[10 credits] Semester 1, Year 1 (Level 4)

The aims of the module are to enable students to engage critically with significant ethical theories and to provide students with the skills necessary to apply these theories to contemporary moral issues with reference to religion.

### MRPMD1NBS Introduction to Biblical Studies

[10 credits] Semester 1, Year 1 (Level 4)

The aims of the module are to enable students to gain an overview of the historical background and content of the Old and New Testaments, to study in detail some representative texts within them, and to enable students to become familiar with, and to evaluate, the concepts, principles, methods and tools of modern scholarly biblical interpretation.

### MRPMD1NBS Understanding World Religions

[10 credits] Semester 1, Year 1 (Level 4)

This module aims to introduce a variety of the world's religions and develop students' knowledge of the phenomenology of religion.

### MRPMD1NCH Introduction to Christianity

[10 credits] Semester 2, Year 1 (Level 4)

The aims of the module are to offer students a broad introductory overview of Christianity in its historical and intellectual development, to show Christian thought within its historical, social and cultural contexts, and to introduce students to theological resources from different Christian streams.

### MRPMD1NPH Introduction to Philosophy

[10 credits] Semester 2, Year 1 (Level 4)

This module aims to introduce students to the history of philosophy and develop students' knowledge of key philosophical issues. It also aims to enable students to gain a basic knowledge of the major philosophical problems studied.

**MRPMD1TSJ Theology and Social Justice**

**[10 credits] Semester 2, Year 1 (Level 4)**

This module aims to critically assess claims for, and approaches to social justice in the context the Bible. The module will also explore the application of social justice in the practices of Christians in a range of contexts.

**MRPMD2PCT Popular Culture and Theology**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to introduce students to the relationship(s) between theology and popular culture, including television, cinema, music, fashion and sport. Critical examination will be given primarily to theological approaches, as well as a thorough grounding in the key terms and concepts, which underpin the study of popular culture.

**MRPMD2ERT Ethics in Religious Traditions**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to enable students to engage critically with the ethical beliefs and practices of a variety of world religions. It builds on the knowledge and skills obtained in the Level 4 Ethical Theories and Issues and Understanding World Religions, and introduction to Philosophy modules and is only open to Religion, Philosophy and Ethics students.

**MRPMD2PRE Philosophy of Religion**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of this module is to give students a detailed and critical understanding of key themes in the Philosophy of Religion.

**MRPMD2BUD Buddhism**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aim of the module is to develop students' knowledge and critical understanding of Buddhism in the past and present in a variety of cultures.

**MTHMD2JCD Jesus in Christian Doctrine**

**[10 credits] Semester 1, Year 2 (Level 5)**

The aims of the module are to enable students to explore major areas of Christian doctrine, particularly Christology and soteriology, in relation to their biblical foundations, historical expressions and systematic connections. The module further aims to nurture students' ability to read, analyse and evaluate primary historical and theological resources; to enable students to develop critical awareness of theological norms and methods; and to enable them to make connections between Christian doctrine and contemporary issues. It builds on the Level 4 Introduction to Christianity and Introduction to Biblical Studies modules.

**MRPMD2KNT Kant**

**[10 credits] Semester 1, Year 2 (Level 5)**

This module will centre on sustained engagement with the thought of Immanuel Kant. It will introduce students to Kant's critical philosophy, and explain his pivotal role in modern thought. Students will read selected sections from Kant's works (in translation), and develop broad understanding of one or two principal themes in his philosophical project.

**MRPMD2JGL John: Gospel and Letters****[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to develop the student's knowledge and critical understanding of theology and religion by a study in depth of a corpus of highly influential early Christian texts, the Gospel and Letters of John.

**MRPMD2JUD Judaism****[10 credits] Semester 2, Year 2 (Level 5)**

The module aims to introduce students to different understandings of what it meant to be Jewish throughout the ages. Studying primary sources from all periods of Jewish history, students will learn to appreciate the essence and variety of Jewish identity.

**MRPMD2JSM John Stuart Mill****[10 credits] Semester 2, Year 2 (Level 5)**

This module will centre on sustained engagement with the thought of John Stuart Mill. It will introduce students to Mill's life and thought, locating his philosophy in the context of Victorian politics and culture, and it will examine his pivotal role in the transformation of British society with reference to liberalism, feminism, and secularism. Students will read a selection of primary texts by Mill, and develop broad understanding of some of the principal themes of his philosophical project.

**MRPMD2RSC Religion and Science****[10 credits] Semester 2, Year 2 (Level 5)**

This module aims to help students articulate a critical understanding of the relationship of religion and science, including questions of definition, method, and the historical development of disciplines and ideas.

**MRPMD2SLM Islam****[10 credits] Semester 2, Year 2 (Level 5)**

The aim of the module is to explore the history, beliefs and practices of Islam as it occurs in diverse cultural contexts.

**MRPMD3CDN Christian Doctrine and Interpretation****[10 credits] Semester 1, Year 3 (Level 6)**

The aims of the module are to enable students critically to analyse one or more major areas of Christian doctrine in relation to its biblical foundations, historical expressions and systematic connections; to nurture students' ability to read, analyse and critically evaluate primary theological, historical and philosophical sources; to enable them to develop critical awareness of theological norms and methods, and to develop the theological resources to respond to contemporary issues and problems.

**MRPMD3PPT Pastoral and Practical Theology****[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to foster a critical knowledge of current issues in practical and pastoral theology, and to identify appropriate tools, methods and resources for engagement with the discipline. Students will critically investigate issues of faith in context, pastoral care, and Christian ministry.

**MRPMD3RGS Religion, Gender and Sexuality****[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to foster a critical awareness of current issues in the study of religion(s), gender and sexuality/-ies. Students will critically investigate religious approaches to issues of gender identity; gender equality; sexual identities and practices. Further, students will gain critical insight into the contemporary application of, e.g., Feminist critiques and intersectional Queer Theory to religion(s) and theology/-ies.

**MRPMD3CSW Contemporary Issues in World Religions****[10 credits] Semester 1, Year 3 (Level 6)**

The module aims to foster a detailed understanding and critical awareness of a range of contemporary issues in world religions.

**MRPMD3CSN Church and Society in the New Testament****[10 credits] Semester 1, Year 3 (Level 6)**

This module aims to develop sophisticated critical awareness concerning scholarly method in theology and religion by studying how the current application of theoretical models from sociology and anthropology to the New Testament may be informed or challenged by detailed historical-critical study of the ancient context.

**MRPMD3CRE Critiques of Religion****[10 credits] Semester 2, Year 3 (Level 6)**

This module aims to give students the detailed knowledge necessary to evaluate some important criticisms of religion, and their significance for religious belief.

**MRPMD3RFL Religion, Film and Literature****[10 credits] Semester 2, Year 3 (Level 6)**

The module aims to introduce students to the diverse expression of religious belief and understanding in literature and in the dynamics of film, and to enable students to critically appreciate the cross-fertilization of cinema and religion, story and the poetics of the religious imagination.