This module will enable students to develop their knowledge of concepts including terrorism, violent extremism, radicalisation and counter-terrorism practices; enabling students to develop an understanding of implications for policy and practice. It will introduce students to various disciplinary and inter-disciplinary approaches to the study of terrorism and violent extremism from sociology, criminology, law, religion, history and other relevant disciplines.
Practical Physics 1 (Experimental Techniques, Data Measurement & Analysis)

Code: APH4000
Level: 4
Pre-requisite: A-level physics or equivalent

This module introduces students to the fundamentals of experimental work in physics including keeping adequate records and writing experimental reports. It also illustrates selected parts of the Level 4 syllabus via experimental investigations, as well as the determination of fundamental physical constants and metrology. It also introduces students to experimental techniques via visits to research laboratories.

Particles, Waves and Quanta

Code: APH4001
Level: 4

This module provides students with knowledge and understanding of the fundamental concepts in classical wave physics, classical mechanics, and it introduces the foundations of quantum mechanics and special relativity.

Electricity and Magnetism - Electronics

Code: APH4002
Level: 4

This module provides students with knowledge and understanding of the fundamental principles of electric and magnetic fields, magnetic materials, analog and digital circuitry, and optoelectronic devices and their applications.
Mathematical Methods 1 - Computing

Code: APH4004

Level: 4

Pre-requisite: A-level mathematics or equivalent

Mathematical Methods 1

Algebra: functions quadratic equations, polynomials graphs of functions, partial fractions simultaneous linear equations. Exponential functions and logarithms natural logarithms

Complex numbers: geometric representation, powers and roots.

Trigonometry, sin cos, tan, sec, cot and cotan, radians, arc length and area of sector, trigonometric identities, equivalent hyperbolic functions and identities.

Vectors: Position vectors, components of vectors addition, subtraction and multiplication by scalar, unit vectors, scalar and vector products

Sequences and series: arithmetic and geometric series, binomial expansion, Taylor and Maclaurin, power series Fourier series.


Statistics: Elementary probability, permutations and combinations, probability distributions: binomial distribution, Poisson distribution, mean, variance and standard deviation, continuous distributions: Gaussian distribution.

Computing

You will be introduced to Python a powerful computing tool for data analysis widely used in the physics and engineering communities.
Atomic and Nuclear Physics

Code: APH5001
Level: 5

This module is divided into two sections: Atomic Physics and Nuclear Physics. The aim of the Atomic Physics part of the module is to introduce the more advanced concepts of quantum mechanics, model of hydrogen and helium atoms, and Zeeman effects. Emphasis on the application of these concepts to physical phenomena is given. The aim of the Nuclear Physics part of the module is to introduce the student to the study of the atomic nucleus and its components, radioactivity and particle detectors, and the fundamental interactions of the main elementary particles.

Electromagnetism and Electronics

Code: APH5002
Level: 5

The module is divided into three sections: Electromagnetism, Electronics and Metrology. The module starts with consolidating the treatment of material introduced at level 4 and providing the requisite background for more advanced study of topics in electromagnetism, electronics and metrology. The module will investigate how to apply differential vector calculus in the context of electromagnetism and Maxwell’s equations. Additionally the module develops an understanding of electromagnetic wave behaviour. In section two, the module will analyse the features of a range of AC bridges and their use. Also to introduce the main features of a number of analogue and digital circuits and to explore their utility with particular reference to signal conditioning. Finally the module introduces the principal features of the establishment of standards and metrology in science and provides some selected examples.

Mathematical Methods 2 – Advanced Computing

Code: APH5006
Level: 5

Pre-requisite: First Year University level knowledge of Mathematics or equivalent

This module introduces students to coordinate geometry, advanced vector calculus, matrix algebra, and advanced methods to solve differential equations. It also introduces the fundamental concepts of statistical mechanics and advanced programming using Octave.
Practical Physics 2 (Instrumentation and Monitoring)

Code: APH5008
Level: 5
Pre-requisite: First Year University level knowledge of Physics or equivalent

Students undertake a short course on data manipulation and signal conditioning and research methods and undertake (in pairs) a range of experiments. Experiments are designed to be completed in two sessions. Following completion of 10 experiments students begin a short individual project – to be completed in the first four weeks of the final year – as a preparation for the final year long project.

Mathematical Methods 3 - Relativity

Code: APH6001
Level: 6

The module is divided into three sections: Mathematical Methods 3, Special relativity, and General relativity. The aim of the Mathematical Methods 3 part of the module is to introduce the quite advanced concepts of integral transforms, perturbation theory, complex analysis, and contour integration. Emphasis on the application of these mathematical tools to describe physical phenomena and the modelling and analysis of physical processes is given. The aim of the Special relativity part of the module is to introduce the student to Minkowski space, 4 Vector formalism, and relativistic kinematics and dynamics. The aim of the General relativity part of the module is to introduce students to the fundamental principles of Einstein’s general theory of relativity, and the experimental tests of general relativity.

Solid State Physics 2 - Low Temperature

Code: APH6002
Level: 6

The module is divided into two sections: Solid state theory and low temperature physics. Building on work of APH5003 in solid state physics, quantum theory, thermodynamics and statistical mechanics, this module introduces the density of states and its relation to boundary conditions. We will develop the band theory of electrons in solid and describe the band structure of semiconductors. Additionally we will gain an understanding of the magnetic properties of materials and the dynamic
effects associated with spin angular momentum of nuclei and electrons with particular reference to NMR and ESR. The second part of the module will be to gain an understanding of physics at very low temperatures including the phenomena of superfluidity and superconductivity.
Introduction to Management

Code: MGT4010

Level: 4

This module introduces students to the range of thoughts, ideas and approaches used in management. It covers all areas of management including finance, marketing, information systems, organisational culture and international business. Students will learn through practical examples, as well as theoretical analysis, to understand the major issues concerning managers across the business functions. The significance of ethical and responsible behaviours in business and management will also be explored to emphasise the changing nature of management and corporate governance.

Organisational Behaviour

Code: MGT4011

Level: 4

This module seeks to examine the nature of organisational behaviour from both an individual and corporate perspective and will provide students with a comprehensive appreciation of the importance of work psychology. The module will introduce students to the interdisciplinary nature of organisational behaviour as well as considering the interface of human psychology in the workplace.

Financial Accounting

Code: MGT5001

Level: 5

Pre-requisite: MGT4010 and MGT4012 or equivalent

This module introduces students to the role and nature of financial accounting in business operations and highlights the concepts that encompass responsible financial management. Students will learn to understand key items of information contained in the published financial statements of companies and other organisations. The module includes the preparation of accounting statements, with emphasis on their use, interpretation and limitations.
Business Law

Code: MGT5003
Level: 5

Understanding how the law affects the operation of a business is crucial to the success or survival of the business. During this module, students will be exposed to the national, EU and international legal environments in which businesses function. This module explores the most important and frequently occurring areas of law relevant to most businesses.

The complex nature of the law means that even deciding the appropriate form of business organisation is a question which results in many different legislative outcomes. This module will help students to make that decision.

Entrepreneurship

Code: MGT5006
Level: 5

Pre-requisite: MGT4010 or equivalent

This module aims to examine the theory and practice of entrepreneurship from both an academic and practical perspective. The module seeks to explore the nature and form of entrepreneurial ventures within the context of successful small business management. The module will seek to develop a detailed awareness of the importance of strategy and planning in the successful management of entrepreneurial businesses.

Please note: you will need to have attended 'Management Principles and Practice' in order to study this module.
Management of Organisational Change

Code: MGT6004
Level: 6
Pre-requisite: MGT5001 and MGT5002 or equivalent

The module develops student appreciation of the complex factors contributing to organisational change. It takes both a practical and theoretical approach to the issue of organisational change. It promotes evaluation of the implications of change, particularly in relation to individuals, groups, organisations and society, and provides students with the necessary analytical tools to define, plan and manage change situations.

Please note: you will need to have attended 'Financial Accounting' and 'Marketing and Consumer Ethics' in order to study this module.

Digital Business

Code: MGT6015
Level: 6
Pre-requisite: MGT5001 and MGT5002 or equivalent

Digital business involves the mediation of transactions and processes through digital media, primarily, the Internet. In this module students will discover the challenges that digital media present to many businesses strategically. The module will investigate the benefits and limitations of digital business and commerce to organisations, consumers and the wider society. Students will also identify the strategic implications of new business forms and processes that are revolutionising traditional business models and accessing even greater information and data.
Writing Short Fiction

Code: CPW4004
Level: 4

Introduction to writing fiction. The module covers a series of basic issues in writing short fiction, with readings taken from a variety of contemporary and classic authors. There are weekly exercises to get students writing and thinking about their work. The second half of the module is workshop-based with formal writing workshops in which the students critique each other’s stories. The module is assessed via submission of a single short story, plus attendance at and contribution to workshops.

Writing Adaptations

Code: CPW5001
Level: 5

The module’s aim is to offer students an examination of the relationships between texts in different creative media, and specifically to develop students’ critical and creative skills in considering the relationship between the printed word and film/television, with particular emphasis upon the techniques and processes of adaptation. Source material included for consideration in the module will include short stories, novels, comics/graphic novels, non-fiction and video/computer games. Adaptations from page-to-screen as well as from screen-to-page (novelizations, tie-ins, spin-offs, etc.) will be examined.

Journalism

Code: CPW5003
Level: 5

The module offers students a range of practical contexts in which newspaper articles are conceived, written, and published. Students will focus on the separate skills of reporting and writing. Students will also be required to follow current affairs closely; a skill that is essential to employment prospects in Journalism. For the Creative Writer the course also offers valuable skills in the clear and concise communication of information. Other important aims include the identification of newsworthy sources of information and the application of journalistic research to the creation of news.
Writing London

Code: CPW5010
Level: 5

This module takes an ahistorical and practical approach to the city as a means of producing new creative work. Students will consider a diverse range of narrative prose and the strategies employed in its production. Students will begin to explore the differences between the production of fiction and non-fiction. The course will locate the creativity and originality in the fertile ground of geography and urban landscape.

Creative Nonfiction

Code: CPW6004
Level: 6

This module will enable students to engage in a variety of narrative strategies practiced in the most popular and lucrative area of publishing; creative non-fiction. The student will develop a practical understanding of how to approach the memoir, autobiography, creative journalism and the nonfiction novel and story with integrity and originality.

Writing Reviews and Criticism

Code: CPW6012
Level: 6

This module introduces students to the subject of reading and writing reviews and criticism. The module will introduce students to a wide range of material from popular reviews of film, music, performance, etc. through scholarly critiques of these same media as well as broader critical arenas. Students will be introduced to the demands and expectations of writing different kinds and levels of criticism and be encouraged to use this as a starting point for refining their own critical thinking processes. An essential component of this module will be hands-on attempts to write reviews and criticism of various lengths, appropriately targeted at different specific markets. This is assessed via a portfolio of reviews across a variety of publication styles and on a variety of art forms.
Theatre & Society

Code: DRA6001

Level: 6  (this is a high level Drama course so you should preferably have some experience of Drama)

The module examines the relationship between theatre and society at large. It considers issues of funding and subsidy, censorship, state control and resistance. There are historical and global perspectives but the focus of the course is on British Theatre post the 1968 Theatres Act.

Political Theatre will be studied and might include 1930s Red Blouses, Brecht and Piscator, Theatre workshop, Agitprop – Cartoon Archetypal Slogan Theatre, Red Ladder, 7:84,

Protest Theatre – Bread & Puppet, Political cabaret, Theatre of the Oppressed & Legislative Theatre – Boal,

Political writers of the 60s and 70s – Barker, Brenton, Griffiths, Hare, Edgar, Bond,

State of the Nation Plays of the 90s – Hare,

Feminist writers – Daniels, Churchill, Wandor,

Gay Lesbian writers – Gay Sweatshop, Lavery, TIE – Action PIE, the Cockpit and Verbatim – Steven Lawrence Enquiry, the Permanent Way.

The module will also look at violent audience reactions to plays – the Macready riots, Ubu Roi, the legal cases surrounding Saved and Romans in Britain, the religious controversy surrounding Jesus Christ Superstar, Iranian Nights, Jerry Springer the Opera and Behzti. Community plays and events will also be studied including Ann Jellicoe’s CTT, the work of Welfare State and the more recent site-specific work.

**Module Aims:**

Knowledge and Understanding:

- To enhance students’ awareness of the complex relationships between Theatre and Society.
- To enable students to understand historical and cultural processes in relation to theatre and its context.
- To enhance students’ knowledge of key texts, practitioners and theatre movements.
**Module Learning Outcomes:**

Personal and Enabling Skills:

By the end of this module students will have:

- A good working knowledge of 20th C political and community theatre in the UK.
- An increased awareness of the political and cultural forces which influence theatre and of the influence which theatre has on society.
- An increased awareness of the various methods of exploring social issues through theatre.
Skills for Learning

Module: ESS4000
Level: 4

This module aims to introduce students to a set of skills required for university learning centred on information literacy, reading for academic purposes, academic writing and communication.

Citizenship and Education

Module: ESS4005
Level: 4

This module provides a comprehensive introduction to citizenship and its influence on education. It delves into the historical roots behind the concept of citizenship, its evolution, and changing relationship with and influence on education. Students will learn about citizenship and its relationship to democracy and citizenship’s influence on the classroom and on the curricula. They will also learn about citizenship in a broader perspective, exploring citizenship within both a European and multicultural context.

Curriculum, pedagogy, policy and Early Years (Option)

Module: ESS5005
Level: 5

This module provides a comprehensive exploration into the relationship between culture and pedagogy, as expressed in preschools of countries around the world. It explores the implications of policy within the international preschool context. The module delves into several case studies of preschool systems within both an international and a historical context in order to decipher this relationship between culture and pedagogy. Students will be able to critically evaluate the preschool systems using both universal and country-specific issues introduced during this module.

Assessment: Essay (4000 words) 100%
Health and Well-being in Learning Contexts (Option)

Module: ESS5008

Level: 5

This module will focus on how education and health are becoming increasingly interlinked. It will be concerned with examining how both formal and non-formal learning environments are important areas for looking after the health and wellbeing of children. Contemporary education settings are working with their partner organisations more than ever to improve the health of children, including social services, community services, medical-related services, local government and the charity and voluntary sectors. This has had significant impact on the health, participation, achievement and behaviour of children, as well as building stronger links with parents/carers. It may also lead to important longer-term lifestyle changes in adulthood. Students will develop knowledge and understanding of the variety of health models, such as the biomedical and holistic models, that can contribute to the effectiveness of healthy learning environments and relate them to the planning, policies and curriculum provision of the education sector and their related partner organisations. It will also consider how various learning environments influence health-related learning and behavioural change. Issues to be focused on will include health within the formal curriculum and extra-curricular contexts and environments; healthy eating and being physical active; emotional well-being and sex and relationship education (SRE).

Assessment: Case Study (4000 words) 100%

Applying Educational Psychology

Module: ESS6006

Level: 6

This module aims to introduce students to aspects of applied psychology. A range of aspects will be covered, with many coming from educational psychology research but which are relevant to a wider context beyond educational settings. Students will be provided with systematic insight into relevant psychological theories, methods and research. They will be expected to consider how studying psychology in an applied context might help them understand psychology and human functioning as a whole and how it informs a range of career paths. To do so, they will have access to specialist in-depth areas and competing perspectives. The module will equip students with the ability to critically evaluate and analyse theories and research, and to consider a wide range of issues in applications in unfamiliar contexts and contemporary debates.

Assessment: Essay (5,000 words) 100%
SEBD & Behaviour Management

Module: ESS6012
Level: 6

Social Emotional and Behavioural Difficulties (SEBD) The complex and contested nature of SEBD will be examined in relation to the controversy of non-normative categories of Special Educational Needs and Disabilities (SEND) and the discursive practices that impact upon the construction of ‘challenging behaviour’ and SEBD. Issues of power and identity politics are central to any attempt to analyse the complex and intersecting social, cultural and educational factors which contribute to the construction, negotiation and definition of ‘challenging behaviour’. Behaviour management will also be defined from different theoretical perspectives and frameworks of intervention. Students will be enabled to reflect critically on the different perspectives and to evaluate national and international behaviour management policies, as well as support systems of assessment and intervention at organizational/individual levels, while discussing practical applications and implications for professional practice in education, alternative education, youth work and welfare settings. Emphasis will also be given to exploring conflict situations that might involve conflict between young people or confrontation with those in authority. The module will be particularly relevant and helpful for students interested in working with children and young people in educational, welfare and youth settings.

Assessment: Essay (2,500 words) 50%
          Essay (2,500 words) 50%
Introduction to Literary Study: Tragedy

Module: DRM4001
Level: 4

This module introduces students to the study of literature by looking at the western tradition's oldest and probably most important form: Tragedy. With its roots in fifth-century BC Athens, tragedy has been reinvented through succeeding generations, and has found major new expressions in the past two centuries in novelistic, poetic and filmic forms. Texts studied are likely to include: Sophocles' Oedipus the King; Shakespeare, Hamlet; Ibsen, Ghosts; Thomas Hardy, Tess of the d'Urbervilles; Chinua Achebe, Things Fall Apart; Jez Butterworth, Jerusalem.

Practical Criticism

Module: ENG4005
Level: 4

Students will be asked to engage with a diverse range of texts from various periods and literary and non-literary forms. At the start of the module, texts will be looked at ‘blind’, that is to say, without context, but as the module progresses, the impact of context will be increasingly problematized. A number of strategies will be employed to encourage students to engage with peers’ opinions and to work collaboratively towards the formation of intersubjective knowledge.

Writing the 'Renaissance'

Module: ENG5001
Level: 5

This module will introduce students to the cultural history of early modern England, and to the major theoretical and historiographical approaches thereto. The module resituates Shakespearean drama in a broader cultural context.
Eighteenth-Century London: Writing the Metropolis 1700-1830

Module: ENG5023
Level: 5
The module aims to enable students to read a number of literary works within the context of the metropolis as it was during the period 1700-1830, and to encourage them to reflect on the synthesis between historical/geographical environments and the texts that arise from them and come to define them.

Gothic Cultures 1760-1900

Module: ENG5025
Level: 5
The module aims to introduce students to the invention and development of this major genre of modern literature, surveying the aesthetic and historical conditions of its development, roughly speaking, from *Castle of Otranto* to *Dracula*. The unique importance of Strawberry Hill House for literary and architectural manifestations of the Gothic is particularly exploited in order to offer the students a tangible context for some of the texts they are studying.

Second Language Acquisition

Module: ENG5028
Level: 5
The module introduces students to the psychological basis for the learning of complex skills, and the competing accounts (behavioural, cognitive and interactional) of how a complex skill like language can be acquired by adults. It aims to critique Krashen’s Input Hypothesis and its more recent incarnation, the Interactional Hypothesis, bearing in mind individual, psychological and social influences on SLA. Finally, the module aims to evaluate common language teaching methods in the light of research evidence in SLA.
Modernisms in English Literature

Module: ENG6002
Level: 6

The module aims to introduce students to the literary expression and development of Modernism through a range of representative texts that cover the period 1880‒1930. On this module, students will also be introduced to Modernism in the other arts, engage with the major ideas that underpin modern thought, and develop the necessary critical and theoretical skills to engage with Modern literature.

American Literature

Module: ENG6026
Level: 6

The module charts the major developments in the establishment of American Literature as a recognisable contribution to Literature in English through such characteristic themes and concerns as “The American Dream”, rural versus urban accounts of America, sentimentality in American literature, the development of the lyric in American poetry, the representation of slavery and its aftermath, and the clash between immigrant white settlers and the indigenous American Indian population. The module will use selection of representative examples from various literary genres to explore the rise and development of American Literature.
Film Style and Form

Module Code: tbc
Level: 4

This module introduces students to film and television style. Beginning with a consideration of the variety of forms and approaches to the moving image, students will consider first of all the ‘micro’ elements of cinema such as mise en scène, cinematography, editing, sound, montage and special effects. Next, the ‘macro’ structures such as narrative and genre are explored, with a focus also on the identities of the producers, performers and audiences for screen industries.

Students will engage with a range of examples from different eras and national screen industries. Case studies will identify how film and television styles synthesise the individual formal and narrative codes to produce distinctive authorial signatures.

Researching the Media

Module Code: SME5001
Level: 5

Research into any aspect of the media involves utilising one or more of a wide range of research techniques. The aim of this module is to provide an introduction to the key research methods, both qualitative and quantitative, in the study of the media. The module in particular will focus on the various ways of researching three key areas of mass media: media organisations; media content; and media consumption and audiences. The various research methods that will be considered include: interviewing; focus groups; content analysis; and analysis of images and text.

North American Cinema

Module Code: SME5011
Level: 5

This module explores the North American film industry and explores the history of Hollywood as a dominant mode of production together with subordinate modes of production. Students will consider the connection between production and aesthetics and style of the North American cinema (including alternative/independent film). The module aims to address the ways in which the North American/Hollywood film has represented and imagined America and other societies, together with the influence these films have had on the film industries of other countries. Particular focus will be placed on the relationship between Hollywood and North American
independent cinema. Areas of study include the studio system and the Paramount decree; New Hollywood and independent cinema; key genres such as film noir, melodrama and action-adventure; classification and censorship; distribution, exhibition practices and film festivals (with an industry speaker); and African-American cinema. It provides a broad context for some of the genre-specific modules offered at Level 6 of the programme.

**Animation**

Module Code: SME6023

Level: 6

This module aims to provide students with an understanding of the history and development of animation across a range of practices. Students will examine and understand theories and methodologies relating to both orthodox and experimental animation. As such, the module aims to give students an understanding of animation as a diverse and broad range of texts and practices that in many ways defy simple definitions. By building on material at levels one and two, students will have the opportunity to gain knowledge of the forms and techniques at work in animation and the module encourages an understanding of the diverse narrative techniques that distinguishes animation as a contemporary medium of expression.
**Aetiology of Chronic Disease**

- **Code:** 20HEP5005
- **Level:** 5

A module which considers the primary causes of chronic disease as well as the human contexts in which they occur.

**Health Promotion**

- **Code:** 20HE5004
- **Level:** 5

A module exploring the wide range of theoretical and practical issues associated with health promotion/improvement and healthcare, in individuals and the community.

**Exercise Physiology & Activity across Lifespan**

- **Code:** 20HE5014
- **Level:** 5

**Pre-requisite:** HEP4008 or similar Anatomy & Physiology module

Consideration of physical activity and health benefits in various stages of the lifespan. It covers an understanding of the physiology of optimal and excessive exercise. Nutritional supplements are also covered.
Doing History

Code: HST4008
Level: 4

This module helps students to think about the kind of work that historians do – why they write history in the ways that they do, why they ask particular types of questions, what assumptions they bring to their work, what historians think about other people’s ways of producing accounts about the past, and the role of historical knowledge in contemporary culture. We talk about the relationship between history and memory, and ask why it is that people believe they have a responsibility to remember the past – and why cultures collectively remember what they do. We consider the extent to which histories are objective, neutral, true accounts of past events. We think about the possible futures for history and how historians have experimented with – and broken – some of the rules of history writing.

Histories of Transatlantic Slavery

Code: HST4009
Level: 4

This module introduces students to histories of transatlantic slavery, from the period of around 1600 to the end of the 19th century. The module examines the development of systems of slavery around the Atlantic, the construction of race and difference in order to support slavery, and the experiences of enslaved peoples as they were involuntarily moved around the Atlantic.

It pays specific attention to sources that tell these stories: students will read slave narratives, learn how to extract information from large online databases, and find and examine sources online and in archives.

War and Society

Code: HST4010
Level: 4

War has shaped, and continues to shape, the course of human history. Wars are fought for a variety of reasons – for territory and resources, in the name of ideologies, on humanitarian grounds to prevent human suffering and for simple hatred. The changing nature of warfare has profoundly affected the development of societies and shaped human experience. This module will explore the transformative impact of warfare on society, politics, economics and technology through a series of case studies, starting with the rise of “Modern” warfare during the 17th century, through to the “barbarization” of war during the Holocaust and the impact of nuclear weapons during and after
**Popular Culture, Aesthetics and History**

Code: HST5004  
Level: 5

This module will discuss both histories of popular culture and examples of popular cultural texts as histories. Using examples mainly drawn from film and pop music, the module will examine themes such as modernism (particularly modernist practices that are future oriented), activism (focused on immediate social and political concerns), historicism (consciously invoking a tradition), memory (directed towards commemoration and identity formation) and nostalgia (expressing a longing for things past). Specific examples used to illustrate and elaborate these themes might include: punk and post-punk music, French new wave film, Fela Kuti’s Nigerian Afro beat music, hip-hop, Hong Kong cinema, Algerian film, and contemporary pop culture’s ‘retro mania’.

**Assessment:** historiographical essay 2000 words (70%), historiographical review (30%), group presentation approximately 10 minutes (formative)

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**Great Southern Land: A History of Australia**

Code: HST5007  
Level: 5

The module aims to survey the political, social and cultural history of Australia from its earliest known origins to the start of the 21st century. It opens with consideration of its Aboriginal peoples and the impact of British settlement in the 18th and early 19th centuries. The module then looks at the emergence of colonies and how they became states and the reasons for their Federation in 1901. It goes on to look at the country’s experience in two World Wars, Korea and Vietnam. The module surveys the emergence of a multiracial and multicultural society in the post-war era, looking at issues of gender, ‘elitid’ and ‘popular’ cultures, leisure and sport. It concludes by considering the ongoing ‘reinvention’ of Australia as a post-imperial, Asia-Pacific nation in the period from the bicentenary of British settlement in 1988 to the start of the new millennium and the Sydney Olympics in 2000.

**Assessment:** essay 2500 (75%), historiographical essay 1500 (25%)
**Sentiment, Suffrage and Sex: Women in America**

Code: HST5009  
Level: 5

This module invites students to explore the experiences of women in the USA and particularly to examine how American women promoted and participated in modern movements for social change in the United States. Beginning with the abolitionist movement and the great conflict that was to become the Civil War, we will explore how women of colour and white women contributed to the rise and demise of slavery. We will then analyse how women of all classes and cultural backgrounds reshaped American industry, politics, religion, progressive reforms, sex roles, race relations, war, sexuality, and the movement for Civil Rights. We will use women's experiences to add complexity and richness to the standard themes in U.S. history. At the same time, we will explore how women's history compels a re-reading of that basic narrative. This module on American women will lay bare some of the basic contradictions of a society that espoused 'equality' in theory, but denied it to women in practice.

Assessment: primary source commentary 1500 words (35%), essay 2500 words (65%)

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**Revolution and Empire in France**

Code: HST5011  
Level: 5

The French Revolution continues to shape our lives in innumerable ways, from the way we do politics to our art and literature - it gave birth to the modern nation-state and the modern restaurant, our concepts of left and right and the very idea of a national anthem. Yet the Revolution and Empire that followed remain subjects of intense and passionate historical debate. Why did the Revolution happen? What was new about the regime that emerged after 1789? What role did ordinary men and women play in events, and how did were their lives changed? Why, ultimately, did the Revolution lead to Terror war and dictatorship? Was Bonaparte a revolutionary or a reactionary, and what did the Empire he created mean for Europe and the legacy of the Revolution?

Assessment: primary source commentary 1500 words (35%), essay 2500 words (65%)
**Imagining the Ottoman Empire**

Code: HST6004  
Level: 6  
This module will use an examination of key historiographical debates in modern Ottoman history writing to explore both topics from Ottoman history, and ideas concerning the nature of history/the past, and narrations of the past. Such debates will include the “decline thesis”; the influence of nationalism on (re)constructions of the Ottoman past; the theory that Islamic states are traditionally despotic, static, and fundamentally and qualitatively different to European states; and the idea that the Ottomans were inward looking and obscurantist. Primary sources will be extensively used in the module and subjected to critical analysis. Moreover, the impact that audience, function and the wider context against which a text was produced and consumed has on the potential meanings will be examined: in terms of primary sources, secondary histories of the Ottoman Empire and the students’ and lecturer’s own interpretations.  
Assessment: student article 4000 (70%), conference paper & seminar presentation 1000 words 10 minutes (30%)

**American Politics and Culture in the 1960s**

Code: HST6008  
Level: 6  
This module examines the political, cultural and social life of the 1960s in the United States. You will be presented with a broad range of materials from and about the Sixties and you will be expected to identify key themes and develop arguments in order to make sense of this pivotal decade in American history.  
Arguably, the United States is still dealing with the fallout of the 1960s. The battle continues regarding the legacy of Lyndon Johnson’s Great Society; the assassination of Kennedy remains important in the public collective memory; the new conservatism born in the sixties shaped the ideology of Reaganomics, and subsequently the social conservatism that dominated the Bush era. Our approach in this module will be to question and debunk some of the mythology of the 1960s, and to investigate both the short-term and longer term significance of the growth of liberalism, the emergence of a counterculture, war in Vietnam, and the parallel development of conservatism.  
Assessment: critical review of primary source 1500 words (30%), essay 3500 (70%)
**Renaissance Kingship**

Code: HST6017

Level: 6

This module explores the nature of kingship in early-modern Europe, focusing on England, France, Spain, the Ottoman Empire and the Holy Roman Empire. It will discuss comparatively, and through current historiography, contemporary theories of kingship and how it functioned in practice as the principal (but not exclusive) focus of social hierarchy and legal authority in European entities before the rise of the modern state.

Assessment: oral conference paper 7-8 minutes plus questions (35%), essay/article (65%)

**The Second World War: Collective Memory and History**

Code: HST6007

Level: 6

This is a thematic module, with each theme examining references to two or more national (or transnational) memory discourses associated with the war. The themes to be explored will include: the memory-history relation; narrating the origins of the Second World War; genocide; collaboration and resistance; bombing; people’s wars; memory wars – monuments and heroes; and film, war and nation. We will focus on several national discourses of war memories: Germany (GDR and FDR before 1990), the Soviet Union (and former Soviet Republics), France, Britain, the United States and Japan. The critical attention paid to these national memory discourses will be considered alongside the transnational discourses of Jewish and European war memory.

Assessment: historiographical essay 1000 words (30%), essay 2000 words (70%)
Sports and the Law

Code: LAW5018
Level: 5
This module aims to examine the laws that apply within the sports context. It will give students a sound understanding of the legal principles surrounding professional and amateur sport and its regulation.

Criminal Justice

Code: LAW5023
Level: 5
The aim of this module is to introduce students to the wider philosophical, theoretical and social contexts of criminal justice. This will include consideration of the various elements of the criminal justice system and associated topic areas such as criminology, penology and policing.

Law of International Trade

Code: LAW6017
Level: 6
This module aims to examine the theory and practice of international trade law. The module seeks to explore the operation of the international rules for the carriage of goods, including title, insurance and dispute resolution. Particular emphasis will be placed on integrating theory with practice throughout the module.

Employment Law

Code: LAW6018
Level: 6
The aim of this module is to examine the key and topical issues in employment law from an individual perspective. The module will trace the operation of employment law from recruitment and selection, formation of contract, individual rights at work, through to redundancy and dismissal.
This module aims to explore the concept of intellectual property law and its inherent themes. Students will develop an understanding of the law relating to the ownership of intellectual property and understand the nature of intellectual property protection which may include breach of confidence, passing off, patent, design rights, trademark and copyright protection. The module will equip students with a detailed appreciation of the law in these areas.
Media Production 1

Code: MAR5002
Level: 5

The main emphasis of this module is for students to gain experience of television production and to develop skills gained in Media Practice One. On this module, students will undertake the main production roles of producers, writers and technical operators and will learn the importance of running orders, timings and the writing of scripts in the production TV show. Within these roles, they will be expected to work in teams and manage location crews, in order to write and produce an episode of a soap opera that will be devised in collaboration with the teaching team.

Media Design 1

Code: MAR5004
Level: 5

The main emphasis of this module will be to develop skills first introduced in Media Practice Two. Our focus will be on the production of the still image and the manipulation of images within the desktop publishing environment. These skills underpin magazine production, web design, digital art, logo design and a multitude of other disciplines. On this module, students will work largely independently to create a portfolio of work that examines diverse topics such as airbrushing, logo design, character and landscape drawing, magazine and poster design. Alongside these software skills, students will consider key issues of audience and the role of the producer as well as gaining hands on skills of traditional design practices, such as mounting and the production of portfolios, both physical and digital. This module is designed to work in tandem with Media Design Two and is the second step in a series of desktop publishing modules throughout the degree that should be seen as separate strands of a cohesive whole.

Independent Study Project

Code: MAR6002
Level: 6

This option offers students the opportunity to write an extended essay or complete a practical project on a topic they select, with the approval of the academic team. Students undertaking this project will have an opportunity to engage in independent research over one semester. This will enable them to develop and evaluate their research, analytical and communication skills.
The academic team will devise appropriate project topics and essay questions that will be presented to students towards the end of semester two at Level 5. In some cases, students may be allowed to devise their own topic in consultation with a member of academic staff. Every student will be appointed a supervisor and will be required to meet them regularly to discuss their progress. At these tutorials students will be expected to deliver progress reports and presentations on their research.

**Advanced Design**

**Code:** MAR6006

**Level:** 6

This module will build upon the core level 5 Media Design courses to develop an advanced understanding of the fundamental principles that underpin successful graphic design in print and on screen. The module is broken down into three specialist areas: typography, colour and images, and layout & composition that will work together to strengthen the design and creative problem solving skills of participating students.

**Advanced Visual Production**

**Code:** MAR6007

**Level:** 6

This module aims to extend the students' knowledge of the techniques involved in the production of time based visual projects. Students taking this module will be expected to work in teams and will produce a comprehensive portfolio that will be able to serve as a detailed plan for a fiction drama, documentary or online television production. The module will build upon many aspects of the core Level 5 Media Production courses and effectively act as an advanced foundation in a wide range of film and TV production skills.
Motion Graphics

Code: MAR6019
Level: 6

The ability to quickly and effectively convey information through titles and other onscreen graphics is an important, specialist skill that underpins the success of a wide range of time based media. From the title cards of early cinema to the motion masterpieces of Saul Bass and on to the extravagant digital title sequences and viral ad campaigns that now flood the internet, the art of motion graphics has played a vital role in the development of contemporary visual media. This module will provide a grounding in many of the principles and techniques associated with motion graphics. The skills acquired during this course will act as a foundation for the Motion Animation module offered in semester two and would also complement Advanced Visual Production and any of the specialist, semester two time based pathways.

Walt Disney World and America

Code: MAR6029
Level: 6

This module will allow students to critically appraise the phenomenon that Steven Fjellman has described as the most ideologically significant piece of real estate in America. The module will offer an insight into the Disney theme parks and their relationship with the 'real' America that surrounds them. It will investigate Disneyland's legacy in American popular culture and the manner in which this culture continues to be exported internationally both through new parks and in the Disneyization of public space. In addition to these themes the module will focus on the nature of the commodification of childhood and the way that Disney has marketed its theme parks and the consequent influence that this has had on the development of the modern media.
Introduction to Research

Code: NUT4031  
Level: 4

This module will introduce students to fundamental issues in research methods and design. It will cover basic data handling and manipulation skills within quantitative and qualitative approaches.

Introduction to Nutrition I

Code: NUT4032  
Level: 4

This module aims to introduce the fundamental aspects of human nutrition. Roles, functions and metabolism of energy and nutrients together with sources and recommended intakes will be introduced together with the concept of a balanced diet.

Professional Skills for Nutritionists

Code: NUT4034  
Level: 4

This module aims to introduce the students to the academic, professional and personal development skills required of nutrition practitioners and encourages the students to become reflective learners.
Nutritional Biochemistry

Code: NUT5036
Level: 5

Pre-requisites: level 4 physiology and nutrition

This module aims to further develop the biochemical concepts that are introduced at Level 4 in Introductory Physiology and Biochemistry. It also aims to provide students with a coherent overview of the integration of metabolic processes within the body.

Lifespan Nutrition 1

Code: NUT5035
Level: 5

Pre-requisites: level 4 nutrition

This module aims to develop the understanding of the role of nutrition from pre-conception to older adulthood. The role of diet in supporting health and well-being and preventing disease throughout these life stages will be explored together with nutrition related conditions and interventions associated with each of the life stages.

Assessment of Nutritional Status

Code: NUT5032
Level: 5

Pre-requisites: level 4 nutrition & research methods/statistics

This module aims to allow the student to complete an appropriate nutritional assessment of an individual. The module will explore the range of methodologies available, their practical application and limitations.
**Research Project**

Code: NUT6026  
Level: 6

The module aims to allow students to make an in-depth study of a specific area within the area of health, nutrition and exercise either in a laboratory, community or workplace setting. It is designed to develop the students' knowledge and critical understanding of their selected topic.

**Directed Study**

Code: NUT6005  
Level: 6

This module will allow students to undertake an in-depth study of an aspect of nutrition from a theoretical perspective. The study will comprise an extensive review and analysis of relevant literature.

**Clinical Nutrition**

Code: NUT6015  
Level: 6

Pre-requisites: level 4 and 5 nutrition including Nutritional Assessment

This module aims to explore and apply the therapeutic role of diet in the management of disease. It also aims to illustrate the practical application of theoretical nutritional management.
Sports Nutrition

Code: NUT6020
Level: 6

Pre-requisites: level 4 and 5 nutrition including Nutritional Assessment

This module aims to provide students with a critical analysis of current theories relating diet and sporting performance.

Food and Nutrition Policy & Health Promotion

Code: NUT6040
Level: 6

Pre-requisites: level 4 and 5 nutrition including NUT5020 and Nutritional Assessment

This module aims to provide a detailed overview of the development of food and nutrition policies in the UK, EU and around the world, to consider how these are implemented to promote wider public health interest.

Functional & Novel Foods

Code: NUT6050
Level: 6

Pre-requisites: level 4 and 5 nutrition including NUT5020 and Nutritional Assessment

The module aims to explore the role of nutraceuticals and functional foods in the diet. The module also aims to develop the students understanding of the physiological role of these in the body and disease progression. The role of genetically modified (GM) foods in the future of food production and supply will also be discussed.
Key Texts of Antiquity

Code: PHL4014

Level: 4

The aim of this module is to introduce students to some key texts from the period of Antiquity. These texts were written or inspired by thinkers (philosophers, historians, theologians) whose lives, beliefs and ideas have shaped and continue to shape the cultural matrix of the West. Their import may be at times unconscious today, like a largely submerged iceberg of collective common sense. This module will seek to make more explicit such influence and thereby explore the possibilities of creative freedom which the texts create for our lives as we seek to build today on the platform they have left us.

Being and Action

Code: PHL4018

Level: 4

The aim of this module is to introduce students to the central concepts of human beings and human action, i.e. to philosophical anthropology and ethics. It asks what is - according to Immanuel Kant - the central question of philosophy: What is a human being?

Reason, Evidence, Argument

Code: PHL4019

Level: 4

The prime aim of this module is to provide students with the knowledge, skills, and confidence to do philosophy at an academic level. The first part concentrates on the nature of argument, and includes an introduction to formal logic. The second part concentrates on philosophical reading and writing skills.
Philosophy and Gender

Code: PHL5004
Level: 5
Module Convenor: Y J Erden

Everyone has a gender. It might be one you’re born with, it might tally with your sex, it might be disputed. But whether it’s the gender you’re given at birth, the gender you identify with, or the gender you challenge, there is always gender. So why is gender normally associated with women? Why is there a “fem” in feminism? And what does this have to do with philosophy? These are questions we’ll consider in this module, alongside questions about history, psychology, politics, and the role of theory. Within this will be deconstruction of the creation of philosophy, including narratives of its history. We’ll start by asking why feminism is sometimes called the F-word, and end by asking where we go next.

Assessment:
Written philosophical dialogue of 2000 words (60%)
Seen exam of 1 hour (40%)
Formative: Written outline of dialogue / presentation of dialogue

Philosophy and Literature

Code: PHL5008
Level: 5
Convenors: H M Altorf and A Simmons

This module is taught to both students of literature and students of philosophy. It aims to study the various relationships between philosophy and literature. We will start by considering the different ways in which philosophy and literature can be thought to interact, taking particular texts to focus our attention, We will then proceed to consider some important themes in this debate, such as Evil, and the Absurd. Our approach is to start each topic with a literary text, The reason for our approach will be explained in the first classes, and it will also be compared to other possible approaches.

Assessment:
Essay of 3000 words (80%)
Presentation (20%)
Philosophy Reading Module

Code: PHL5014
Level: 5
Module Convenor: H M Altorf

This module offers students an opportunity for in-depth study of an important modern or contemporary philosopher. The central text for the class this year is Hannah Arendt’s Eichmann in Jerusalem (1963/1965). This is a classic. Even though this book was published more than 50 years ago, you will find that it is still very relevant today (even though this statement is fiercely debated). The book addresses a number of moral, political and philosophical issues. It asks questions about responsibility and about evil, it questions what it is to judge and who can judge, what it is to witness, but it is also a defence of the power of imagination and of storytelling and it wonders what it means to share the world with very different others.

Assessment:
Presentation/Leading Discussion (20%)
Seminar contribution (20%)
Review of 2500 words (60%)

Wittgenstein

Code: PHL5016
Level: 5
Module Convenor: Yasemin J Erden

Ludwig Wittgenstein is a central figure in early Twentieth Century philosophy, but he is also one of the more elusive. Despite this, reading Wittgenstein’s work promises a fascinating glimpse into one of the most influential thinkers of our recent history, and the topics about which he wrote stretch from logic and language, to aesthetics, psychology, and the ridiculousness of certain philosophers. This module will introduce you to some of his reflections on these topics, as well as to his sometimes unusual approach to philosophy. You will learn about his history and context, beliefs and ideas, and the impact that he continues to have on modern analytical and continental philosophy, as well as more broadly within art, literature, plays, film, but also in computer science, and pedagogical theory. By the end of the course you should have a more comprehensive understanding of a complex and influential thinker, who once refused to deny the existence of a rhinoceros in his (soon to be) supervisor’s office.
Assessment:
Group dialogue of 3000-4000 words (3/4 students) (40%)
Group presentation (20%)
Textual analysis of 1500 words (40%)

Philosophy and Gender

Code: PHL6004
Level: 6
Module Convener: Y J Erden

Everyone has a gender. It might be one you’re born with, it might tally with your sex, it might be disputed. But whether it’s the gender you’re given at birth, the gender you identify with, or the gender you challenge, there is always gender. So why is gender normally associated with women? Why is there a “fem” in feminism? And what does this have to do with philosophy? These are questions we’ll consider in this module, alongside questions about history, psychology, politics, and the role of theory. Within this will be deconstruction of the creation of philosophy, including narratives of its history. We’ll start by asking why feminism is sometimes called the F-word, and end by asking where we go next.

Assessment:
Written philosophical dialogue of 3000 words (60%)
Seen exam of 1 hour (40%)
Formative: Written outline of dialogue / presentation of dialogue

Philosophy and Literature

Code: PHL6009
Level: 6
Convenors: H M Altorf and A Simmons

This module is taught to both students of literature and students of philosophy. It aims to study the various relationships between philosophy and literature. We will start by considering the different ways in which philosophy and literature can be thought to interact, taking particular texts to focus our attention. We will then proceed to consider some important themes in this debate, such as Evil, and the Absurd. Our approach is to start each topic with a literary text, The reason for our approach will be explained in the first classes, and it will also be compared to other possible approaches.
Philosophy Reading Module

Code: PHL6014
Level: 6
Module Convenor: H M Altorf

This module offers students an opportunity for in-depth study of an important modern or contemporary philosopher. The central text for the class this year is Hannah Arendt’s Eichmann in Jerusalem (1963/1965). This is a classic. Even though this book was published more than 50 years ago, you will find that it is still very relevant today (even though this statement is fiercely debated). The book addresses a number of moral, political and philosophical issues. It asks questions about responsibility and about evil, it questions what it is to judge and who can judge, what it is to witness, but it is also a defence of the power of imagination and of storytelling and it wonders what it means to share the world with very different others.

Assessment:
Presentation/Leading Discussion (20%)
Seminar contribution (20%)
Review of 3000 words (60%)

Wittgenstein

Code: PHL6016
Level: 6
Module Convenor: Yasemin J Erden

Ludwig Wittgenstein is a central figure in early Twentieth Century philosophy, but he is also one of the more elusive. Despite this, reading Wittgenstein’s work promises a fascinating glimpse into one of the most influential thinkers of our recent history, and the topics about which he wrote stretch from logic and language, to aesthetics, psychology, and the ridiculousness of certain philosophers. This module will introduce you to some of his reflections on these topics, as well as to his sometimes unusual approach to philosophy. You will learn about his history and context, beliefs and ideas, and the impact that he continues to have on modern analytical and continental philosophy, as well as more broadly within art, literature, plays, film, but also in computer science, and pedagogical theory. By the end of the course you should have a more comprehensive understanding of a complex and
influential thinker, who once refused to deny the existence of a rhinoceros in his (soon to be) supervisor’s office.

Assessment:
Group dialogue of 3000-4000 words (3/4 students) (40%)
Group presentation (20%)
Textual analysis of 2000 words (40%)
What is Politics?

Code: POL4001  
Level: 4

What makes a topic, theory or decision a political one? Who should care about political events, and about the academic study of politics? What methods or approaches are used to study politics? This module introduces students to key questions, theories and concepts in the study of politics at undergraduate level. Students will investigate a selection of central political concepts from a range of perspectives.

Assessment:
10min presentation (25%)
2000 word essay (75%)

Introduction to Political Economy

Code: POL4013  
Level: 4

Political economy examines the way in which societies manage and regulate economic processes within the state and the relationship between the government, individuals and markets. The module introduces students to the major concepts and traditions in political economy, and applies them to contemporary debates, national and international case studies, including some recent financial crises. It scrutinises the mechanisms of the market and how it reacts to government’s regulatory role at financial, monetary and fiscal levels.

Assessment:
In-class test (50%)
Poster/digital artefact (50%)
This module is concerned with what might be called the political identity of Britain and British society. This module introduces students to the key institutions and mechanisms of British parliamentary democracy; broad trends in British politics from the post-war years to the present; changes in British politics and society over that period; and it considers what we might expect from the coming decade or so, in terms of challenges and developments. The module covers key theoretical frameworks, which students will be encouraged to apply to specific cases.

Assessment:
1500 word commentary on Prime Minister’s Questions (50%)
1500 word essay (50%)
Professional Studies: Inclusion, theory and practice

Code: PEQ5010  Credits: 20

Level: 5

The module focuses on inclusion. Students gain knowledge of equality and inclusion policies, whilst improving their knowledge and skills for curriculum planning, delivery and evaluation using differentiated strategies. The module includes input and discussion on dyslexia, autistic spectrum disorder, behavioural, emotional and social difficulties, bullying, English as an additional language and gifted and talented learners. The SEN Code of Practice, Closing the Gap and Safeguarding requirements and other key government guidance are also explored in detail.

Core Science

Code: PEQ5025  Credits: 10

Level: 5

This module improves students' ability to teach science effectively and how to ascertain progress of scientific skills and knowledge. The module consolidates students' understanding of planning whole science lessons and the needs of different groups of learners including SEND in the context of science.

Core PE

Code: PEQ5026  Credits: 5

Level: 5

This module develops students' confidence, competence and commitment to teaching high quality PE lessons with enthusiasm. Specific focus is given to recognising and meeting individual needs and students are introduced to teaching gymnastics and dance activities.
Core Modern Foreign Languages

Code: PEQ5027 Credits 5
Level: 5

The module develops students' understanding of best practice in MFL teaching through practical examples in French and Spanish. It aims to demonstrate the cross-curricular potential of MFL as a tool for teaching and learning across the curriculum.

Cross-Curricular Project

Code: PEQ5062 Credits 20
Level: 5

The module introduces students to the value of using a cross curricular approach to provide meaningful contexts for learning. Keynote lectures from experts in their fields, including classroom practitioners inform and stimulate students to work in small teams to develop a cross-curricular plan based on a current theme and present their work at an exhibition that encourages debate and shared learning.

Elective: a choice of 2 subjects

Code: PEQ5001 Credits 20
Level: 5

Students are asked to rank the 14 subjects below in order of preference. They are then allocated 2 of the following as their elective subjects. Students are not always able to have their top choices because of a restriction on numbers and timetable constraints.
1: Art and Design

The module develops students' knowledge, understanding and skills in art and design. It develops students' confidence and competence to teach art and design safely and demonstrates the potential of the subject as a tool for learning and teaching across the curriculum. It enables students to explore and experiment with a range of media, processes and techniques, through discrete art themes. They explore the work of a range of artists, craftspeople and designers and relate it to their own work and visit an art gallery or a museum. Students explore the health and safety issues that are unique to the practical aspects of art and design.

2: Computing

The module develops confidence in the use of computing applications. Through developing an understanding of the creative possibilities of using the interactive whiteboard and introducing a range of techniques in the use of software, students integrate their use into the planning and computer science teaching of a range of curriculum areas. Through a focus on modelling and control, the students experience a range of opportunities to introduce these into the curriculum, developing children's ability to develop their ideas through creating sequences of instructions to make things happen and through changing variables and evaluating outcomes.

3: Design and Technology

This module develops students' capability in the context of food technology and packaging for all children. Students develop confidence and competence to teach D&T safely and hygienically in primary schools. They learn to develop units of work in food and packaging and manage practical work safely and effectively.

4: Early Years

The module develops understanding of the early years as a significant phase of learning and development, and provides an opportunity for students to explore key educational theories relating to how young children learn. They develop their knowledge and understanding of the value of play and the role of the learning environment. They look closely at the principles and structure of the Early Years Foundation Stage (EYFS) and critically consider how this current model lays the foundations for lifelong learning.

5: English

The module develops students' knowledge and understanding of different genres of children's literature and of resources that support future professional development in this area. Students consider the nature and importance of reader response and explore creative responses to literature, including drama, storytelling and book making.
6: Geography

The module develops the detailed knowledge, understanding and skills to teach geography effectively, by exploring appropriate research, geographical concepts, perspectives and theories of learning, especially geographical enquiry. Students explore places near and far, including the school locality, UK localities and the global dimension.

7: History

This module encourages students to question how children can develop their historical knowledge and how this knowledge can be transferred in an exciting manner in order that children engage in enquiry and questioning about places, people and past events to help them understand their present and their impact on the future. Students examine the use of a variety of sources of information and artefacts to enhance historical understanding, enquiry skills and a sense of ownership of the past.

8: Mathematics

This module focuses on the effective and creative use of resources in primary mathematics. Students collaborate to plan and teach lessons in a local school and then evaluate their experiences, particularly considering how resources contribute to teaching, learning and assessment. They develop both their confidence and ability to teach using a wider range of strategies, while being able to making stronger links between theory and practice.

9: Modern Foreign Languages (French or Spanish)

The module builds students' confidence and competence to teach languages in primary schools by practising the required language skills and exploring the cultural knowledge needed to teach the KS2 curriculum. Sessions are practical and interactive and encourage lots of use of French or Spanish. Ideas for teaching activities and resources are shared and good MFL practice is modelled and discussed.

10: Music

This module develops students' confidence and musicianship in vocal and instrumental performance, and the theoretical knowledge and understanding required to teach music at primary level. Students gain insights into music of differing styles and cultures and develop the competence to facilitate musical activities which integrate performing, composing and appraising.
11: Physical Education

This module extends students' subject knowledge, skills and understanding in PE to enable them to create an effective learning environment. With a focus on continuity and progression, students learn how to plan and implement a medium term unit of work and teach and evaluate a series of PE lessons, which are delivered in local schools. The module explores the importance of meeting individual needs and considers a range of strategies for managing pupils effectively in PE.

12: RE - Exploring World Religions

The module develops confidence in teaching and learning in Religious Education. The module develops in depth subject knowledge in the teaching of major world faiths and the knowledge of the principles and processes of good planning and assessment in Religious Education. The students experience the value of outdoor learning and the importance of visits to places of worship.

13: RE - Teaching in a Christian context

The module develops confidence in teaching and learning in Christian Religious Education and other associated aspects of the curriculum, particularly PSHCE and sex and relationships education. There is a focus on the vocation of the teacher in a church school setting and developing an understanding of the concept of 'distinctiveness'. Students explore the personal contribution that a teacher can make to the mission and ethos of a church school.

14: Science

This module develops students' understanding of the pedagogical issues related to the teaching and learning of science in the primary classroom with a particular focus on scientific enquiry. They explore approaches to classroom management, SEND, resourcing and lesson planning and deliver a series of lessons in a local primary school.
Research Methods and Statistics 1

Module Code: PSY4001
Level: 4

The aim of this module is to introduce students to basic issues in psychological research. The nature of psychology as a science will be made clear through students beginning to practice as scientists themselves, gathering and evaluating evidence to test hypotheses.

Introduction to Social and Developmental Psychology

Module Code: PSY4003
Level: 4

This module will introduce students to the foundations of social and developmental psychology. The module also aims to discuss the links between these two areas of psychology, highlighting the area of psychology often referred to as Developmental Social Psychology. This will help to demonstrate the interdisciplinary nature of areas of psychology, which are often addressed separately, and in turn will explore the way historical and conceptual issues have shaped these approaches.

Research Methods and Statistics 3

Module Code: PSY5001
Level: 5

Pre-requisites: PSY4002 or similar (e.g. Research Methods)

The aim of this module is to build on the foundation in research methods and statistics gained from Level 4. Students will be introduced to more complex experimental design and the appropriate statistical techniques.
The Social Brain

Module Code: PSY5003
Level: 5
Pre-requisites: Background in Psychology strongly recommended

This module introduces the theoretical approach in psychology known as social neuroscience. The aim of this course is to understand the social brain and, in particular, how social processes constrain individual minds. The course will address the notion of the self by studying our social interactions, in particular how we understand the intentions, emotions, and goals of others in order to survive in the modern world, rounded in neuropsychological literature and with an appreciation for the development of the field over the history of psychology. The course will necessarily have a focus on individual differences particularly focussing on personality theories.

Psychology Today

Module Code: PSY5005
Level: 5
Pre-requisites: Background in Psychology strongly recommended

The module aims to examine specialised areas of research at the cutting edge of the discipline of psychology. The module also aims to encourage debate and critical understanding of scientific underpinnings of psychology as well as independent thinking in producing written work; also group work skills are further developed for the group oral presentation.

Applied Child Psychology

Module Code: PSY6010
Level: 6
Pre-requisites: At least one year of Psychology studies recommended

The aim of this module is to develop the students understanding of applied child development studies. The module will present a critical examination of theoretical and empirical basis of child development specifically in applied settings and will examine the implications of theoretical approaches / models for future development.
Political Psychology

Module Code: PSY6012
Level: 6
Pre-requisites: At least one year of Psychology studies recommended

This module is designed to encourage discussion, debate and further understanding regarding the application of social psychology to the political realm. The module will focus on such dilemmas and problems in contemporary society, covering such topics as leadership, media influence, intergroup relations, xenophobia, conflict and conflict resolution. Topics will draw on theories relating to personality, attitudes and behaviour, social identity and pro-social behaviour.

Psychopathology and Deviant Behaviour

Module Code: PSY6028
Level: 6
Pre-requisites: At least one year of Psychology studies recommended

This module will discuss the knowledge about psychopathology within the context of the broader realities of contemporary society. It will also discuss the facts and fiction with regard to the connection between psychopathology and deviant/criminal behaviour. Students will also gain better knowledge about identifying and classifying mental disorders, and an understanding of the influence that certain mental disorders may have on deviant behaviour.
### Clinical Human Anatomy

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This module will enable students to develop knowledge and understanding of neuromusculoskeletal anatomy of the upper limb, lower limb and trunk, as required for safe and effective practice as Graduate Sport Rehabilitators. The module will primarily be taught in face-to-face lectures and workshops, which will include the teaching and application of practical skills. This will be supported by online materials, use of interactive mobile “app”, and other guided learning approaches.

N.B. Subject to revalidation

### Exercise Physiology and Prescription

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This module introduces students to the main principles of exercise prescription and outlines the body’s response to exercise in multiple systems. It provides students with the underpinning knowledge to be able to progress to more complex exercise prescription for those with injuries.

N.B. Subject to revalidation

### Applied Neuromechanics

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This module will enable students to develop their knowledge and understanding of the biomechanical and neurological principles that govern both normal and pathological gait. It introduces the different approaches available for assessing human motion and students will apply...
this information practically through the examination of locomotor mechanics in a gait lab setting. Through seminars and tutorials students will learn how to write a laboratory report and present their findings within pre-defined criteria, which will help prepare them for their dissertation at Level 6.

N.B. Runs for first 6 weeks of semester 1.

Research Methods 1

Code: SRE5008
Level: 5

The module is designed to introduce the student to the varying methods by which sport rehabilitators may research in the area of musculoskeletal fitness, injury and rehabilitation. This module introduces and develops research and investigative skills from which students may progress to complete a 5,000 word individual project and poster presentation at level three. The production of a proposal at the end of the module will allow the student to gain insight as to the demands of research work.

N.B. Delivered in a 6 week block, and subject to revalidation.

Factors Affecting Performance

Code: SRE6003
Level: 6

This module aims to provide students’ knowledge and understanding of the factors which affect rehabilitation and performance. It will focus on conditions, diseases, substances and extraneous factors that can impact on the ability for an individual to recover from injury or adapt to training load for performance gains. It will also serve to broaden the students’ knowledge of areas not commonly associated with Sports Injuries such as; Stroke, Coronary Heart Disease (CHD) and Dyspraxia.

N.B. Runs for the second 6 weeks of semester 1.
Rehabilitation of the Upper Limb and Spine

Code: SRE6007
Level: 6

The module aims to develop the underpinning theories and concepts, which are fundamental to the rehabilitation of common sporting injuries to the upper limb and spine. Through a series of lectures, seminar discussions and practical sessions, students will address the specific needs of injured athletes and subsequently analyse the science and evidence, which underpin different approaches to rehabilitation. The module also aims to enhance applied practice by allowing students to plan, develop, and implement rehabilitation sessions and therapeutic exercise prescription that is evidence based and grounded in theory. The module builds on the fundamental concepts learnt in the Management and Rehabilitation Principles of Musculoskeletal Module.
Introduction to the Sports and Leisure Industry

Code: SOM4002
Level: 4

This module puts in context the different elements of the sports and leisure industries, both from the perspective of suppliers in the industry and from that of the end-users. The role of sports and leisure within the economy is also investigated. Other topics include the importance of sponsorship within sport, the role of globalisation, broadcasting rights, and managing risk in sport. The module aims to give students an overall understanding of contexts of sport (past, present and developing) in order to give students a thorough grounding in the areas of sports and leisure.

Sports Journalism

Code: SOM5003
Level: 5

This module is designed to enable students to develop a solid knowledge and understanding of how sports news operates in the context of global communications. It will allow them to apply core principles of journalism to sports reporting and public relations. In addition students will be able to write about sport to a minimal professional and ethical standard. Finally students will have the opportunity to produce different types of sports media content for multiple platforms.

Managing Sporting Events

Code: SOM5004
Level: 5

This module provides an insight into the strategic management of sports events of all sizes and types. The module provides a framework of the sports event planning process, using short and long-term strategies, and an overview of operational strategies. By the end of this module students will not only have an enhanced theoretical understanding of the concept of sports event organisation and management and the importance of a strategic approach, but know how to implement strategies that can achieve successful sports events over the short and long-term.
Contemporary Issues in Sport

Code: SOM6007
Level: 6

The sports industry is dynamic and always evolving. This module places students at the forefront of these changes, and challenges them to engage with the latest trends and debates within the industry. Students will examine and analyse contemporary issues from a variety of different perspectives, and are encouraged to propose creative solutions to the challenges that the industry must confront.

N.B. Module code to be confirmed (this is a new module)
**Introduction to Sport Psychology and Skill Acquisition**

- **Code:** SPS4021
- **Level:** 4

The module aims to introduce key theoretical and applied concepts in sport psychology and skill acquisition.

The assessment is a disclosed exam (40%) and worksheets (60%).

**Sport, Culture and Society**

- **Code:** SPS4032
- **Level:** 4

This module will develop student awareness and understanding of social conditions and cultural contexts in relation to the fields of sport, exercise and coaching. In addition the module aims to develop student awareness and capabilities to question and discuss themes in relation to sport and society. Increased credit has meant the reintroduction of seminar sessions and increased formative feedback over the course of the module directed toward a presentation assessment.

The assessment is a video (20%) and an essay (80%).

**Physiology of Training**

- **Code:** SPS5011
- **Level:** 5

This module aims to develop an integrationist approach in the physiological aspects of training and how these can be manipulated to maximise performance. Students will also begin to develop the ability to assess determinants and limitations of performance from an integrated and mechanistic viewpoint.

This module is assessed by practical worksheets (50%) and an exam (50%)

**Please note:** you will need to have attended 'Physiology of Exercise' in order to study this module.
Sport, Power and Deviance

Code: SPS5031
Level: 5

A module designed to develop student understanding of sport as a context for deviant behaviour both on and off the field.
The module is assessed by an essay (60%) and a group presentation (40%).
Please note: you will need to have attended 'Sport, Culture and Society' in order to study this module.

Sports Biomechanics

Code: SPS5041
Level: 5

This module aims to apply biomechanical theory to specific sporting examples. The module builds on the fundamental biomechanics introduced to students in SS441 as well as adding some advanced principles. Increased credits have allowed more laboratory classes to be added.

Please note: you will need to have studied biomechanics previously.

Applied Sport and Exercise Physiology

Code: SPS6011
Level: 6

The aim of this module is to give students applied competence and knowledge in a range of physiological testing procedures.

This module is assessed by a laboratory based case study (50%) and a practical exam (50%).
Please note: you will need to have attended 'Physiology of Training' in order to study this module.
Applied Sport Psychology

Code: SPS6021
Level: 6

The module aims to consolidate key theoretical and applied concepts in sport psychology. The module also aims to enable students to diagnose sport psychology problems and to provide suitable interventions.
The module is assessed by a case study report (50%) and a disclosed exam (50%).

Please note: you will need to have attended 'Social Psychology of Sport' in order to study this module.

Sporting Lives

Code: SPS6031
Level: 6

This module aims to develop student understanding of the process of socialisation through sport and to apply that understanding to critically assess the significance of sport to particular social groups.
The module is assessed by a case study (100%).

Please note: you will need to have attended either 'Sport, Power and Deviance' or 'Theories in Sport Sociology' in order to study this module.

Experimental Biomechanics

Code: SPS6041
Level: 6

The module aims to develop knowledge, understanding and experience of kinetic and kinematic measurement techniques involved in biomechanical analysis of sport performance.
The module is assessed by an in-class test (50%) and practical laboratory assessments (50%).

Please note: you will need to have attended 'Experimental Biomechanics' in order to study this module.