2020-2021 Modules for Exchange and Study Abroad students

## Information about using this guide

All credit values shown are UK credits. To convert these to ECTS credits divide by 2 i.e. a 15 credit University of Worcester module is worth 7.5 ECTS.

The first digit in the module code signifies the level of the module:

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| **Modules with a code starting with a 1 e.g. BIOS1009** | These are Level 4 / First Year modules – entry level modules |
| **Modules with a code starting with a 2 e.g. BIOS2106** | These are Level 5 / Second Year modules – these require some prior knowledge of the general subject area |
| **Modules with a code starting with a 3 e.g. BIOS3052** | These are Level 6 / Third Year modules – these require prior knowledge of the general subject area |

Where there is a specific requirement for pre-existing knowledge for a module this is stated in the guide.

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## BIOLOGY

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| BIOS1009 | Introduction to Human Nutrition | This module introduces students to the concept of nutrients including their basic characteristics and biochemistry. Additionally, students will be shown the importance of measuring nutritional status. They will be introduced to the scientific argument and critical thinking by exploration and evolution of a range of current food and nutrition articles and databases, and by evaluating methods of non-laboratory nutritional analysis. | | S1 | 15 |
| BIOS1010 | Human Anatomy and Physiology | This module provides background knowledge of biological principles in relation to human anatomy and physiology, thereby enabling students who have not studied A-level biology to take level 5 modules with a human biology focus. It provides the opportunity to learn about the anatomy of the human body and its various physiological systems. | | S1 | 15 |
| BIOS1201E1 | Cell Biology | Biological Sciences can be studied at a cellular, organismal and community level. In this module students will be introduced to some of the main concepts of cellular biology such as the processes of cellular respiration, osmosis and diffusion and the key molecules of life such as carbohydrates, lipids, nucleic acids and proteins. This will be complemented by a review of the related chemical principles that underpin each of these topics. As a level 4 module, students will also be introduced to safe working practices, laboratory skills, study skills in higher education. | | S1 | 15 |
| BIOS1205 | Introduction to Biological Chemistry | Life is based on the interactions of many different biomolecules. The properties of these molecules conform to the basic laws of chemistry and physics. This module provides a thorough grounding in chemical concepts and technical skills that will allow an appreciation and understanding of life processes at the molecular level and will prove valuable for the study of subsequent biology-based modules. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BIOS2106E1 | Systems Physiology 1 for International Exchange Students | This module looks at those tissues and organs tasked with maintaining the composition and integrity of the extracellular environment in humans. It will cover the advanced anatomy and physiology of these organs and the interrelationship of function. | | S1 | 15 |
| BIOS3010 | Mammalian Reproduction | This module is on reproduction in mammals, including humans. The module will investigate the anatomy and physiology of mammalian reproduction, hormonal regulation and feedback mechanisms, patterns of reproduction and environmental influences on these, reproductive problems, and how our understanding of mammalian reproduction and its control allows the manipulation of mammalian reproduction for a variety of purposes. | | S1 | 15 |
| BIOS3052 | Forensic DNA Analysis | Since the 1980s DNA has become increasingly important in solving criminal cases in the UK and worldwide. As methods have become more sophisticated from minisatellites through to single locus probes and then to STR analysis, it has become increasingly necessary for forensic practitioners not just to have knowledge of DNA and genetics but also for them to be conversant in the statistical probabilities of certain matches. In addition the importance of DNA of animals and plants in criminal investigations is also considered. | | S1 | 15 |
| BIOS3053 | Biological indicators for crime reporting | Even where DNA is not considered, many aspects of biology have become increasingly important in Forensic Science over recent years. The presence of organisms in other biological material on cadavers could indicate time of death and/or give possible locations to primary scenes. This module examines some key bological materials that his and is being used as indicators for Forensic Science to help solve criminal investigations. | | S1 | 15 |
| BIOS3112 | Parasitology | This module provides the opportunity to learn about parasites and the diseases they cause in humans and animals. This module examines the complex life cycle of the parasites, the insect vectors that transmits the parasites between hosts, the symptoms of the diseases they cause and how infections are diagnosed and treated. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| BIOS1010 | Human Anatomy and Physiology | This module provides background knowledge of biological principles in relation to human anatomy and physiology, thereby enabling students who have not studied A-level biology to take level 5 modules with a human biology focus. It provides the opportunity to learn about the anatomy of the human body and its various physiological systems. | | S2 | 15 |
| BIOS1210 | Comparative Animal Physiology | This module focuses on the relationships between animals and their environment at the level of the individual.  It introduces the basic principles and concepts of the functioning of animals and how physiological systems vary in relation to taxa and to differing environments. Practical work is an important component of this module. | | S2 | 15 |
| BIOS2023 | Microbiology | This module examines the principal features of the main groups of micro-organisms and their relationship both to the environment and other organisms. The module examines the evolutionary relationships of micro-organisms. The module also examines growth and reproduction of micro-organisms. An introduction to microbiological laboratory techniques forms a fundamental part of the module. | | S2 | 15 |
| BIOS2040 | Plant Biology | This is a very practical module. The histology and anatomy of a range of plants is studied in relation to function. This first section develops skills in sectioning, staining, microscopy etc. The major groups of terrestrial plants are examined, as well as the main evolutionary advances that occurred in each group. Plant strategies for survival are studied. Skills in the identification of flowering plants are also developed.<br>Assessment is by a poster presentation and a practical test. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|-------------------|-----------------------------------|----------|---------|
| BIOS2302 | Invertebrate Biology | Invertebrates constitute at least 78% of all species on Earth and they perform vital roles in ecological systems. Invertebrate Biology will introduce students to this group's diversity and ecology, before looking at the vital ecosystem services they provide. Many invertebrate species and populations are threatened with extinction; we will also consider the different threats they face and conservation management. | | S2 | 15 |
| BIOS3012 | Animal Movement | Movement is one of the characteristics of living organisms and there is a wide variety of patterns of movement and locomotion exhibited by animals.  This module explores the fundamental principles involved in movement for any animal in any environment and in relation to their evolutionary progress, making it possible for us to understand the different patterns of movement and the structures involved. | | S2 | 15 |
| BIOS3014 | Behavioural Ecology | This module looks at how an animal's behaviour affects its chances of survival and reproduction. The emphasis is on behaviours which are directly linked to the environment such as competing for and exploiting resources (e.g. food, nesting sites), evading predators, attracting a mate and maximising lifetime reproductive success. The influence of natural selection on behavioural strategies is also examined. | | S2 | 15 |
| BIOS3041 | Plant Development and Physiology | The module develops and expands knowledge gained in Introductory Botany.  It is designed so that the student can explore the influence of environmental conditions on plants at the cellular and whole plant levels.  It also examines some of the more complex physiological and developmental processes by examining selected current research topics.  Useful for students with an interest in plant biology, ecology and environmental management. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| BIOS3050 | Interpretation, Evaluation and Reporting of Evidence | How evidence is treated is of paramount importance to the success, or otherwise, of a criminal investigation. Skills in the interpretation, evaluation and reporting of evidence are also of great importance to the defence team. The aim of the module is to provide students with the skills and knowledge to record evidence using recognised methods, carry out meaningful experiments to interpret evidence, manage data, and cogently present in the written and spoken word their results in an appropriate legal context. | | S2 | 15 |

## GEOGRAPHY

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| GEOG2110E | Researching Geography | This module introduces the key principles and practice of research in Geography, and through engagement in project work, provides students with the skills and experience required to embark upon an Independent Study in their final year. It outlines the various stages in the research process including: choice of topic, identifying research questions, searching for and reviewing relevant academic literature, designing an appropriate methodology, qualitative and quantitative data collection, and data analysis and presentation. | | S1 | 15 |
| GEOG2113 | Geographical Information Systems | Geographic information systems (GIS) are powerful tools for the handling of geographically referenced data. Geographical Information systems (GIS) are now widely used in geographical research and in a range of applications related to geography.  This module aims to introduce the basic principles and applications of GIS, explore how geographic reality is modelled using GIS and will provide an overview of its use in geography, environmental management, socio-economic analysis and archaeology. | | S1 | 15 |
| GEOG2120E | Mountain Environments, Landscapes and Hazards | Mountain environments are of immense value, providing resources such as water, energy, food, forest products and places for tourism to at least half of humankind. This module explores the physical processes associated with mountain environments, and covers topics such as mountain building, mountain weather and climate, mountain hydrology, mountain geomorphology and mountain hazards. This is the international exchange version of an existing 30-credit module. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| GEOG2123 | Natural Hazards | There is an increasingly heightened public awareness of the nature and importance of natural hazards and their potential effects on humans and the environment. This module aims to provide an understanding of the causes and effects of a range of geological, atmospheric and hydrological natural hazards. It also examines the response of both organisations and individuals to such events and makes links to wider debates concerning population growth, vulnerability and climate change. Particular emphasis is placed on gaining a thorough practical understanding of the techniques associated with hazard mapping and risk management. | | S1 | 15 |
| GEOG2132 | Rural Geography | This module introduces students to a key branch of human geography. It explores various geographical approaches to the study of rural places. The primary focus is on the changing rural geographies of the UK but comparative examples from other parts of the 'developed world' will be utilised. The module is divided equally between a consideration of social change in rural areas and an exploration of agricultural patterns, processes and policies. | | S1 | 15 |
| GEOG3113 | Geographical Information Systems | Geographic information systems (GIS) are powerful tools for the handling of geographically referenced data. Geographical Information systems (GIS) are now widely used in geographical research and in a range of applications related to geography.  This module aims to introduce the basic principles and applications of GIS, explore how geographic reality is modelled using GIS and will provide an overview of its use in geography, environmental management, socio-economic analysis and archaeology. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| GEOG3123 | Mountain Glaciers and Landscape Research Project | The geomorphological record of mountain glaciation in upland Britain is of considerable interest to researchers because: (i) it provides an insight to long-term landscape evolution; and (ii) it can assist in the reconstruction of past climates. This module provides you with an opportunity to complete a research project on the geomorphological impact of former mountain glaciers in the Lake District, NW England. The exact topic will be subject to negotiation with the module tutor, but is likely to include a significant geomorphological mapping component. As such, this module builds on skills developed in earlier modules, particularly GEOG2120 and GEOG3110. Desk-based mapping is complemented by both virtual fieldwork and residential fieldwork. In addition to providing an insight into former mountain glaciation in the study area, this module will enhance your geomorphological interpretation and mapping skills. | | S1 | 15 |
| GEOG3124 | Ice Age Environments | Although Earth has experienced multiple 'ice ages' throughout its geological history, the emphasis of this module is primarily on the current geological period, the Quaternary, which spans the last ~2.6 million years. During this time, Earth has experienced numerous and significant environmental changes, the most dramatic of which being the quasi-periodic expansion of mid-latitude ice sheets on multiple occasions. The Quaternary is notable not just for the magnitude of environmental changes, but also for the rapidity at which some of these changes occurred. Studying Quaternary environmental change helps us better understand the workings of the climate system, including the various feedback mechanisms that can amplify or subdue an initial forcing (e.g. an increase in atmospheric $CO_2$). An appreciation of Quaternary environmental change is also necessary to fully understand the geologically-recent evolution of the Earth's surface and its biota, and provides the context for the study of the pre-history of humans in Britain. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| GEOG3131 | Political Geography | Relationships between people and their wider environment cannot be separated from political considerations. The interconnections between people, place and political processes form the basis of political geography. We live in a highly volatile world characterised by political conflicts of varying degrees of intensity centred on issues of territorial control, resource claims, ethno-national and social identity. This module explores political relationships and their territorial expression at global, national and local levels. It examines the geographic underpinnings, impacts and consequences of political processes, strategies and ideologies in a variety of different places. The module moves from a global, through a national, down to a local focus while clearly highlighting the interconnectedness between events occurring at different spatial scales. It demonstrates how geographical thinking can shed light on political processes. | | S1 | 15 |
| GEOG3132 | Countryside Conservation and Agricultural Change | This module examines current efforts to conserve the UK countryside, identifying what is valued and the measures in place to protect and enhance it. Agricultural change provides the main focus for discussion because it has both created and then destroyed what is most loved in terms of landscape and wildlife. Different approaches are examined and evaluated, divided into statutory forms of protection (such as National Parks) and incentive-based measures to encourage landowners and occupiers to conserve (agri-environmental schemes). | | S1 | 15 |
| GEOG2113 | Geographical Information Systems | Geographic information systems (GIS) are powerful tools for the handling of geographically referenced data. Geographical Information systems (GIS) are now widely used in geographical research and in a range of applications related to geography.  This module aims to introduce the basic principles and applications of GIS, explore how geographic reality is modelled using GIS and will provide an overview of its use in geography, environmental management, socio-economic analysis and archaeology. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| GEOG2121 | Meteorology and Climate | The weather and climate are major factors in the environment, determining the behaviour of living things (including people) and playing an active part in moulding other parts of the physical environment such as the lithosphere. This module consists of two linked parts: the weather and the climate. In both cases the scale is from the small (for example urban heat islands) to the large (global atmospheric circulation patterns). The scientific processes behind weather features and systems are examined, as are factors affecting present climates, the evidence for past climate change and the possibility of future climate change. | | S2 | 15 |
| GEOG2122 | River monitoring and assessment | This module focuses on the theory and practical aspects of flow measurement, water quality monitoring and bioassessment in streams and rivers. The development of hydrometric networks and telemetry are also evaluated. It includes fieldwork on the use of different flow measuring devices, the use of the UW river monitoring sites and laboratory analysis of water quality. A computer practical on how to access secondary data on river flow, water quality and bioassessment will also be covered. The module includes fieldwork to evaluate the use of bioassessments for assessing the ecological status of river systems, which involves directly measuring a biotic characteristic of a stream. | | S2 | 15 |
| GEOG2131 | Geographies of development | The module introduces students to the various debates concerning development in the developing world, from a geographical perspective.  It discusses the practical application of different approaches to development with particular reference to rural and urban contexts, natural resource management, and sustainable development. Critically, the module seeks to engender a geographical understanding of the inter-relationships between various development issues, and the role of various stakeholders in the development process. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| GEOG2133 | Urban Geography | In the 21st Century we live in an urban world, with over fifty per cent of the world's population residing in urban areas and a number of key cities driving global economic change.  Cities are dynamic and ever changing and their management presents many pressing contemporary global challenges for humankind.  The module considers key research themes in contemporary urban geography which contribute to our understanding of cities, including the macro-geographies of the urban world and changing global urban networks and the micro-geographies of urban worlds, including the economic, political, social and cultural transformations within cities resulting from the interaction of broader trends and local conditions. | | S2 | 15 |
| GEOG3113 | Geographical Information Systems | Geographic information systems (GIS) are powerful tools for the handling of geographically referenced data. Geographical Information systems (GIS) are now widely used in geographical research and in a range of applications related to geography.  This module aims to introduce the basic principles and applications of GIS, explore how geographic reality is modelled using GIS and will provide an overview of its use in geography, environmental management, socio-economic analysis and archaeology. | | S2 | 15 |
| GEOG3120 | River Conservation and Management | River systems are one of the most degraded and altered parts of the landscape. This module highlights the extent to which rivers have been physically altered by river regulation, dam building and river engineering, and evaluates modern approaches to river management that attempt to rectify the problems caused by the former alteration of rivers. The module explores environmentally-sensitive management practices that promote river conservation including water resource management, river restoration and rehabilitation, and environmental flow setting.  Students will have the opportunity to develop fieldwork skills assessing the physical habitat quality of local streams. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| GEOG3122 | Environmental Geology | Geology plays an important role in the daily lives of people, providing the earth resources which the very survival of society rests and influencing the health and safety of communities at risk from naturally and artificially induced geological hazards. Geologists have a major role to play in reducing the impact of human activity upon the surface environment. This module is concerned with the interaction between development and the geological environment. Emphasis shall be placed upon environmental management and the theoretical and practical basis for incorporating geological considerations into community planning and urban development. | | S2 | 15 |
| GEOG3133 | Town and Country Planning | This module builds on an understanding of key issues within urban and rural contexts and of the inter-relationships between town and country by considering approaches to managing these areas. The development of the formalised town and country planning system in Britain has had a considerable impact on the processes of change in urban and rural areas. Significantly, the operation of this system has created a number of key tensions and conflicts within the planning and development process. | | S2 | 15 |

## ARCHAEOLOGY

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ARCH1105 | Human Origins | An introduction to the study of human evolution through the fossil record, this module examine the different types of evidence scientists, including archaeologists, anthropologists and palaeontologists use to support our descent from our ape ancestors. This module will allow students to examine current issues such as the development of locomotion, diet, tool making, social behaviours and the role of a changing environment that are central to our reconstruction of ancient humans and their lives. | | S1 | 15 |
| ARCH1107 | The Archaeology of Britain | The module provides an introduction to the archaeology of the British Isles, providing a chronological overview of the main elements and key sites of the archaeological record from the first hunter-gatherers to the 20th century. It provides a grounding in the major sites from each period and a framework for understanding more advanced concepts of the archaeological record encountered at Levels 5 and 6. | | S1 | 15 |
| ARCH2101E1 | Archaeological Theory and Research | Archaeological data does not "speak for itself"; it has to be interpreted and interpretation is always theoretical. This module starts by introducing students to the relationship between theory and practice and provides a chronological, contextual overview of the development of archaeological theory. Using a combination of lectures, seminars and fieldtrips, students are encouraged to develop skills in critical analysis and debate, and apply them to archaeological data. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ARCH2102E1 | Displaying the Past | Archaeological artefacts constitute a major cultural component capable of interrogation at many levels. This module focuses on their interpretation with respect to dating, function, social status, cultural behaviour, and technological development. Experimental archaeology and the handling of objects provide first-hand experience of the past. Reference to current theories of material culture and artefact analysis will be supported through use of case studies. | | S1 | 15 |
| ARCH2111 | Architecture and the Built Heritage | Buildings, either as single structures or as townscapes, form a key component of the national heritage. Key structures are afforded official protection through legislation and buildings form a key resource within the `heritage industry'.  But which structures do we value and why?  The module seeks to examine these issues. Focussing on Britain's built heritage, the module will examine the development of key building types, architectural styles and the formation of historic townscapes.  It will draw upon a range of perspectives in order to analyse buildings, including architectural, urban morphological and archaeological.  Finally, the module will explore the significance of particular buildings, styles and townscapes to Britain's national heritage, considering issues of protection and re-use. | | S1 | 15 |
| ARCH2125 | Dating, DNA, Isotopes: Archaeological Science in Context | Archaeological Science has transformed the study of archaeology over the past 15 years. New scientific techniques have given archaeologists a whole new toolbox to investigate the past. The investigation of individuals such as the Amesbury Archer have shown that people in the past could move hundreds of miles in their lifetimes, new dating techniques allow us to date the past accurately for the first time. This course (which requires no special scientific background), will enable students to critically analyse these new techniques and place them in their wider archaeological context. Hands on sessions will enable students to learn to identify human and animal bones and reconstruct past archaeological environments. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ARCH3105 | Managing the Historic Environment | This module explores the impact of incorporating the conservation of the historic environment within the planning and management of modern development.  It will consider the roles of the various professional bodies concerned – archaeologists, museums, developers, planners – and their relationship to local communities.  It will critically examine contemporary debates surrounding the operation of the current system for managing heritage assets and thereby consider the relationship of heritage to contemporary social and economic concerns. | | S1 | 15 |
| ARCH3111 | Architecture and the Built Heritage | Buildings, either as single structures or as townscapes, form a key component of the national heritage. Key structures are afforded official protection through legislation and buildings form a key resource within the `heritage industry'.  But which structures do we value and why?  The module seeks to examine these issues.  Focussing on Britain's built heritage, the module will examine the development of key building types, architectural styles and the formation of historic townscapes.  It will draw upon a range of perspectives in order to analyse buildings, including architectural, urban morphological and archaeological.  Finally, the module will explore the significance of particular buildings, styles and townscapes to Britain's national heritage, considering issues of protection and re-use. | | S1 | 15 |
| ARCH3123 | Iron Age and Roman Britain | This module examines the nature of Celtic and Roman society and culture through excavated remains and contemporary objects. The impact of the Roman invasion is covered and the absorption and/or imposition of new Roman institutions together with the reorganisation of the landscape, especially where resources were concerned. Some principal thematic studies will be included, such as the systems of agriculture, industrial achievements, trade, and the nature of settlement in town and country. The module lends itself to the examination of the meaning of contrasting and changing cultures. Site visits and the handling of period artefacts will be included. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ARCH1104 | World Archaeology and Ancient Civilizations | This module will introduce students to the breadth of human culture from the first modern humans to the first ancient civilizations. Topics will range from the origins of agriculture, early state level societies and the spread of humanity from continent to continent. Case studies include the Egyptian, Mesopotamian, Classical, Chinese and Aztec cultures. Students will be provided with the opportunity to apply knowledge and understanding accurately to a range of issues, questions and problems relating to our contemporary understanding of the global human past, through the evaluation and interpretation of archaeological evidence. | | S2 | 15 |
| ARCH1108 | Archaeological Investigations | This module provides an introduction to the methods used by archaeologists to record and visualise archaeological features in the landscape. Using industry standard hardware and software, students will learn to identify, record, map and analyse anthropogenic features. The presentation of these results will be achieved through a series of tutor led and supported practical sessions, using software such as ArcGIS and Adobe Illustrator, culminating in an assessed report. | | S2 | 15 |
| ARCH2101E2 | Archaeological Theory and Research | The practice of archaeology relies on theory to interpret the past and this module explores this process and examines the way that research is underpinned by theoretical assumptions. This module introduces students to the relationship between theory and practice and enables them to produce their own research reports, based on theoretical ideas and assumptions.  Using a combination of lectures, seminars and practicals, students are encouraged to develop skills in critical analysis and debate, and apply them to archaeological data. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-------------------------------------|----------|---------|
| ARCH2110 | Visions of England in Heritage and History | The module explores the ways in which 'Visions of England' - concepts of 'Englishness' and English national identity - have developed, and the roles of history and heritage in defining and popularising them.  How have those cultural attitudes and perceptions which dominate how we define being 'English' and which we think of as characteristic of English heritage come into being? These questions are explored through case studies tracing the emergence of English heritage.  The focus is on contemporary concepts of Englishness, but some attention is also given to aspects current in the past which have now been abandoned.  The module reviews the differences in approaches between historians and heritage, including recent developments in the discipline of heritage studies and new ways of interacting with the past.  Evidence is drawn from a wide range of media including film and television. | | S2 | 15 |
| ARCH2120 | Landscape Archaeology | This module examines the philosophy and practice of landscape archaeology and focuses on a detailed examination of the aims and methods of the approach.  The emphasis in this module is on practical techniques for investigating the landscape and interpreting the data within established frameworks.  Through fieldtrips and case studies, students learn how to recognise and investigate humanly created features in the landscape. Training in practical skills allows students to use non-invasive techniques to examine and interpret the landscape. | | S2 | 15 |
| ARCH2122 | Death and Burial | This module considers human responses to death and the archaeological signature that remains of these practices.  Burial traditions from the Palaeolithic to the Post-Medieval period are explored and key sites identified.  Themes that are examined include Eating the Dead; Monumentalising the Dead; Deviant Death; Gender and Status; Architectural Responses to Death; and the Ethics of Excavating the Dead. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ARCH3121 | Medieval Archaeology and Local Heritage | This module explores the archaeology of the medieval period and its significance in the present day, focusing on England. Students will develop knowledge of and research skills in historical archaeology through lectures, seminars, fieldtrips and independent work. | | S2 | 15 |
| ARCH3122 | Neolithic and Bronze Age Britain | This module considers one of the most fundamental shifts in human behaviour – the move from hunter-gathering to farming, and the development of sedentary lifestyles.  The Neolithic and Bronze Age periods are also characterised by new types of ritual practice and religious belief, the first permanent structures, a different material culture and new types of social organisation. In this module students will be introduced to these classes of evidence, through lectures, seminars and fieldtrips, and be able to specialise in the archaeology of one of the most significant periods of human history. | | S2 | 15 |

## ENVIRONMENTAL SCIENCE

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ENVS1100 | Introduction to Ecology | This module introduces students to the study of the structure, function and dynamics of ecosystems. It outlines the principles of ecology with the focus being the study of organisms in the context of their surroundings, emphasising the interrelationships between and within the abiotic and biotic components of ecosystems. These studies are supported by field trips to a variety of different habitats. | | S1 | 15 |
| ENVS3106 | Landscape Ecology | Landscape ecology examines, at different scales, the spatial pattern and structure of landscapes, the relationship between pattern and process in landscapes and the relationship between human activity and landscape pattern, process and change. With the recognition of the role of ecosystems services and the move toward landscape scale conservation it is important that conservation and environmental managers have an understanding of ecological processes at a scale larger than that of ecosystems. | Some knowledge of ecology | S1 | 15 |
| ENVS3107 | Zoo-based Conservation | Zoo-based, or ex-situ species conservation is one tool in the toolbox for conservation of a wide range of faunal species. Captive breeding and management, coupled with reintroduction programmes have been successfully used to help conserve many highly threatened species. As a result it is valuable for the modern conservationist to have a knowledge of management of animals in captivity, the issues and factors influencing such management and the implications of management for the long-term conservation and re-introduction of species. | | S1 | 15 |
| ENVS1102 | Basis of Biological Surveying | This module gives a solid grounding in the basics of biological surveying which are essential for any field ecological work. Sessions will cover the main taxonomic groups of interest to ecologists as well as the strategies by which reliable and representative data are acquired. In addition, the basic descriptive analysis and presentation of such data is discussed. | | S2 | 15 |

## ENVIRONMENTAL SCIENCE

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ENVS3102 | Environmental Impact Assessment | Following an EU directive Environmental Impact Assessment (EIA) has been a requirement in the UK since 1988 for many developments. The EIA process effectively examines the environmental consequences of development in advance of said development. The overall aim is to prevent or mitigate any such consequences. Many graduates will become involved with EIA's either directly as ecological or environmental science consultants working on such projects, or as parties working for other agencies with an interest in the EIA outcome. This module thus gives students a strong understanding of the EIA process within the UK, from the legal background to the steps within the process. | Some knowledge of ecology and/or environmental science/processes | S2 | 15 |
| ENVS3103 | Restoration Ecology | Restoration ecology can be viewed as the study of how to repair anthropogenic damage to ecological systems. As such in has a broad scope, from restoring derelict land resulting from industrial or developmental activity, wildlife habitat creation on former agricultural land, reintroduction of extinct or translocation of vulnerable species, to re-wilding of landscapes. Effectively this discipline attempts to reinstate plant and animal communities and ensure long-term sustainability by ensuring the ecological process underpinning such communities are also reinstated. | Some knowledge of ecology | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| COMP2403 | Robotics | Robots are commonly used in many organisations including manufacturing, space exploration, driverless cars, and health. This module will focus on "autonomous robots" which can navigate, explore and carry out functions without a direct human controller. Students will learn the workings of robot sub-systems, (such as sensors and motors), and also about software architectures which control these sub-systems, to achieve goals such as obstacle avoidance and various forms of navigation. The module includes a "design-build-test" engineering project where students will develop a robot to solve a given problem. | | S1 | 15 |
| COMP2462 | Interaction Design | We are using interfaces of a wide range every day in our lives and users not only want these to be functional but they must also be intuitive and effective as well as easy and pleasurable to use. So many good products fall by the wayside because they are designed poorly. This module will equip you with the knowledge and understanding of the principles and practices of interaction design.<br><br>By the end of this module student's technical skills will be complemented with the ability to design and develop end to end solutions using the principles of interaction design. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| COMP3305 | Applied Drone Technology | This module will focus on applying unmanned aerial vehicle technologies and systems (drones) to a variety of sectors and applications in this exploding field. Students will develop a thorough understanding of the relevant aspects of UAS basics, operations, regulations, risk management and flight. Students will learn how drone technology can be applied to a variety of business and scientific sectors in helping with practical solutions (e.g.) imagery, video, fieldwork planning, sensor and data analysis, mapping). The practical project will explore current technology and its application to the business or research environment, allowing the student to explore areas of personal and career focused interest. | | S1 | 15 |
| COMP3371 | Cyber Security | This module familiarizes students with security issues and technologies involved in modern computer systems. Students will gain an understanding of several domains of computer security including risk management, access control, application security, legal issues, and business continuity planning. Students will gain an appreciation of the strategic and technical needs to develop strong systems, and appropriate methods of designing and implementing secure systems. | | S1 | 15 |
| COMP3391 | Practical Database Application | This module extends and develops the theoretical and practical aspects of database systems introduced at Level 4. The role of the module is to explore the problems posed in managing and controlling complex shared databases via web-based applications. Students will focus on the design and implementation of a working database using appropriate techniques and server-side scripting languages, e.g. PHP. | | S1 | 15 |
| COMP2443 | Advanced Creative Computing | This module introduces you to animated computer graphics. You will learn video processing, audio manipulation, animation, and video creation. You will investigate current trends, techniques and industry standards; explore legal and technical issues related to video creation within the computing arena and gain practical skills with industry standard software. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| COMP2461 | Mobile Application Development | Mobile devices have redefined how we use technology. This module will introduce students to the practical aspects of developing applications for mobile. Students will explore the platforms, tools, technologies and design constraints that make developing mobile applications unique. Building on existing software development skills, students will develop their skills to design, build, test and deploy a mobile application. | | S2 | 15 |
| COMP3304 | Advanced Object Orientated Programming | The challenging complexity of modern applied software projects demands the application of contemporary design methodologies and programming techniques. This module studies core problems underlying advanced real-world applications, and modern approaches to their solutions in domains such as industrial automation, surveillance, broadcast, telecommunications, and computer games. Students will engage in challenging problem-solving scenarios to create efficient software systems using advanced programming techniques. This module will facilitate the development of important transferable skills such as problem-solving, modelling, critical thinking, systems thinking and teamwork, essential to enhance employability in all technical and creative domains of the computing industry. | Must have prior knowledge of Object Orientated Progamming | S2 | 15 |
| COMP3305 | Applied Drone Technology | This module will focus on applying unmanned aerial vehicle technologies and systems (drones) to a variety of sectors and applications in this exploding field. Students will develop a thorough understanding of the relevant aspects of UAS basics, operations, regulations, risk management and flight. Students will learn how drone technology can be applied to a variety of business and scientific sectors in helping with practical solutions (e.g.) imagery, video, fieldwork planning, sensor and data analysis, mapping).<br><br>The practical project will explore current technology and its application to the business or research environment, allowing the student to explore areas of personal and career focused interest. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| COMP3352 | Modelling and Simulation | Students will learn the principles and concepts of modelling and simulation which allow an investigation into complex read-world situations (such as business processes, scientific or engineering scenarios) through Computer solutions. In particular students learn how to model our Natural World, through a study of complex dynamical systems, and how to translate these models into working computer programs (such as 3D real time technology) to simulate and so investigate this model world. Investigative results will be interpreted and conclusions will be made on simulation study. | | S2 | 15 |
| COMP3357 | Managing Cyber Risks | Organisations are facing ever-increasing cyber security risks to their valuable information assets. To mitigate risks, firms need to understand how to effectively manage strategic and managerial aspects of information security, including Information Technology governance, risk analysis and assessment. This module provides students with the skills needed to plan the implementation of an information security system to manage the cyber risks faced by firms in the areas of human factors, e-commerce, social media, systems development. You will learn how to conduct a risk assessment, review requirement for mitigation. | | S2 | 15 |

## BUSINESS

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| BMGT2002 | Market Insight | Individual consumers and organisations increasingly receive and rely on market insight such as: price comparisons in TV adverts, top-10 companies for brand loyalty and worst organisations for customer satisfaction. Understanding how to generate reliable insight is critical to effective marketing. This module enhances market research skills needed to generate critical insight for marketing success, and identifies types of information required to meeting campaign objectives. It uses quantitative and qualitative research methods, while keeping digital data and internet search at its heart. Learners develop commercial awareness and analytical skills using a variety of data collection and software tools. A market insight research report is produced. | | S1 | 15 |
| BMGT2010 | Essential PR | In our everyday lives we are bombarded by messages: 'Don't drink and drive' or 'Register to vote.' To be successful, these messages build on a range of communication theories. The module introduces the general framework, concepts and outcomes of Public Relations. It provides insight to importance of responsible, ethical and efficient communications and to what makes successful PR campaigns and programmes work. Social, technological, financial and ethical challenges facing the PR practitioners are identified. Theoretical concepts and practical sessions will develop the skills to create strategically viable, efficient campaigns that build on key communication theories. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT2021 | Value Chain Management | In today's increasingly competitive and rapidly changing business environment, organisations must create and deliver superior value to customers. Organisations must successfully manage complex operational activities for various stakeholders. It is important for organisations to develop, manage and deliver innovative products and services that are perceived to be superior by the customers as compared to the competitors' offerings. This module examines real life business operations and operational challenges and it provides an opportunity to assess the business issues through the application of tools and techniques and offer recommendations for improving the operations management that reflect on the value added impact for the customer of the organisation. | | S1 | 15 |
| BMGT2130 | Micro Economics | This module builds the knowledge and understanding of some key underpinning micro economic ideas and principles. Concepts such as supply and demand and elasticity are explored and applied to real world markets. Theories explaining and justifying the behaviour of both consumers and firms are introduced and market models are developed that help to explain the behaviour of firms across a range of differing market structures. The main types of market failure and how these are addressed through government policy will also be analysed. The approach taken not only develops knowledge and understanding of the concepts studied, but will also develop a critical and analytical approach to contemporary micro economic issues and debate. | | S1 | 15 |
| BMGT2210 | Creating a High Performance Workplace | Good employee resourcing is vital for every organisation – ensuring the right people are in the right roles at the right time. This module introduces different HR functions with a particular emphasis on exploring how these impact on employee resourcing and how in turn it impacts on longer-term issues such as future skills development, organisational performance and employer brand. In doing so it enables the learner to reflect on their own contribution as a future HR professional. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| BMGT2222 | Selling and Sales Management | This module will provide students with a thorough grounding in both the techniques of personal selling and in the practice of sales management. The module will examine the role and the skills required for effective personal selling within the context of an integrated marketing communications strategy in a contemporary business to business context.<br><br>The management and control of the sales function will then be considered, including the role of technology in the management of the sales function, and the implications of such management practice in the achievement of the business objectives will be examined. | | S1 | 15 |
| BMGT2300 | Digital Contennt Systems and E comm | This module explores the role of technology innovation in enabling firms to achieve and maintain a competitive advantage, by studying the theories and practice of digital commerce solutions. The advantages and disadvantages firms face in analysing, implementing and utilising a content management system and methods to enhance user experience will be considered. Various online CMS solutions, functions, ease-of-use, price, security and technical aspects are compared. An online CMS package solution based on a business scenario will be designed and built. The module reflects on innovation, technology and business strategy and provides students with an opportunity to understand the online customer journey and experience. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| BMGT2320 | Cultivating the Entrepreneurial Mindset | This module develops an understanding of the concepts of entrepreneurship, intrapreneurship (corporate entrepreneurship) and the entrepreneurial mind-set. It will explore and develop the most common characteristics associated with successful entrepreneurial behaviour, successful initiatives and entrepreneurship frameworks. The module examines how the resilient entrepreneurial mind-set can affect an individual's ability to create and/or grow organisations. A final portfolio encompasses activities and concepts within the module including reflective attitude towards risk, presentation on personal entrepreneurial mind-set and leadership and management discussions.<br><br>This module is accredited by the Institute of Enterprise and Entrepreneurs (IOEE). | | S1 | 15 |
| BMGT3001 | Brand Management | This module provides a comprehensive understanding of how brands operate at a product/ service/ and/or organisational level. The module allows students to identity, evaluate, propos, implement and evaluate brand management strategies for its development.<br><br>Through the course, the main streams of thought in brand management are assessed and applied to contemporary brand issues; as well as critically evaluating the function of brands in contemporary culture and the nature of brand consumption.<br><br>Students will have the opportunity to practically apply theoretical models and concepts to existing brands. Students are required to take a critical strategic perspective on branding in society. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT3003 | Customer Relationship Management | This module examines ways organisations establish and maintain customer relationships. Relationship management has been a central topics in business management and marketing over the last two decades. The module addresses questions such as 'What is customer loyalty?', 'How can customer loyalty be increased?' and 'How can technology track loyalty?' A selection of other important relationships which can influence customer satisfaction is examined. For example, the customer-to-customer relationship, in its many forms, is explored in depth. Ways in which some customers try to take advantage of relationships with firms is investigated. Concepts, frameworks and theories relevant to relationship management are introduced and critically appraised, including B2B aspects of relationship management. | | S1 | 15 |
| BMGT3201 | The Dark Side of Management | No company would employ a psychopath; or would they? This module examines the assumption that individuals who possess the traits and characteristics of personality disorders don't enter into the workforce. Evidence for the presence of 'dark personalities' in the workplace and how they come to be successful within organisations will be explored, as will the consequences of employing individuals with dark traits using a range of theory and real-world case studies. You'll never look at your boss in the same way again. | | S1 | 15 |
| BMGT3300 | Digital Business | Today, flagship digital business such as eBay, Amazon and Google are leading brands, yet success has occurred rapidly. In this competitive environment, the survivors will use digital technology to support strategic decisions.

This module explores theoretical knowledge and develops practical skills to help navigate an organisation towards digital business. It develops the ability to identify and review key strategic management decisions required by organisations moving to digital business and consider the process by which these decisions can be taken. Participants design and deploy a functioning digital business system. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT2001 | Life Style Marketing | Have you ever wondered why we buy the things we buy? Who, or what, influences our purchase decisions and behaviour? Why do we shop in different situations? The module begins by introducing students to customer behaviour and decision-making theories. Then, the module focuses on demographic and social influences over our decision making. Finally, the module looks at the ways different industries affect our consumer lifestyles, and consumer behaviour trends of this generation (e.g. green behaviour, ethical behaviour). This module invites students to engage in academic literature, industry reports, and to reflect on their own behaviours and consumption decisions. This module focuses on consumers and how they behave in different sectors | | S2 | 15 |
| BMGT2011 | PR and Campaigning | This module applies the knowledge and foundations of PR and develops the knowledge to manage strategic planning for PR. The module takes a problem-solving and decision making approach to designing a PR programme employing PR models and theories with the aim to contribute to organisational effectiveness. This module provides an overview of PR and communication techniques, for example: write news releases, organise events and photo shoots and design newsletters. A combination of theory and practical sessions and variety of analytical methods and decision making models will be used to develop skills in integrating and evaluating relevant information to develop a planned PR proposal. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT2131 | Macro Economimcs | This module develops an understanding of the macroeconomic performance of the UK economy, different policy objectives and approaches, both current and historically.  The AD/AS model is utilised as a theoretical framework to understand and analyse the operation of the economy and forms the basis for evaluating the main policy objectives and approaches in relation to monetary, fiscal and supply side policy. Evaluation will involve comparative analysis of UK economic performance with similar developed economies.  The module also recognises that different policy approaches are influenced by the perceived credibility of different schools of economic thought and opposing views of political philosophy relating to the effectiveness of the role of the state versus the market in promoting economic prosperity. | | S2 | 15 |
| BMGT2200 | Managing Successful Projects | Project management (PM) skills are becoming sought after in today's job market. Fierce competition is driving companies towards more innovative products and services, and successful (PM) is key for survival and growth. This module examines professional (PM) theory, tools and techniques. This practical, hands-on module includes topics such as optimising resource allocation, project planning, risk management and project execution and control. Teamwork skills will be enhanced by delivering a project plan that aims to achieve specific objected based on a given client scenario. The content of this module has been developed with reference to professional bodies in order to reflect current and best (PM) practices. | | S2 | 15 |
| BMGT2221 | Developing Employee Talent | In this module students will engage with cutting-edge learning and development strategies, critically evaluating different policies and practices and their contribution to the development of talent in organisations. They will draw on the latest research to recommend appropriate strategies for talent development, and to reflect on and plan their own development. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT2301 | Social Commerce | This module introduces the digital business field which utilises social networking tools to conduct e-commerce, e-marketing and e-business activities. It investigates how social commerce can provide competitive advantage to firms and enhance strategic value. Social networks can be used to communicate with customers and build customer and brand loyalty, and the module compares various platforms and technologies. Major models of social shopping and methods to measure social media and return on investment are explored. Theoretical concepts will be applied by designing and implementing a social commerce web tool solutions (such as Facebook), and assessing the implementation and deployment issues involved in social commerce. | | S2 | 15 |
| BMGT2321 | New Venture Formation | This module introduces both the theoretical and practical concepts of entrepreneurship and the process of new venture formation. The module applies various theories and approaches to provide a holistic picture of the venture formation process, as well as the practical aspects of the intellectual property, companies house and tax considerations when starting a new business. The module is intended to give a rigorous and honest insight into the realities of entrepreneurial activity and an understanding of the role small and medium sized businesses play in a modern economy.

This module is accredited by the Institute of Enterprise and Entrepreneurs (IOEE) | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT3002 | International Marketing | Marketing increasingly takes place in an international context. World trade has grown rapidly in recent years and now exceeds US$15 trillion. Therefore, marketing professionals need to be able to engage with marketing, markets and consumers in an international context rather than a purely domestic one. This module aims to provide a sound understanding of the international marketing process and of how to deal with international marketing situations. The module has a strong emphasis on looking at the issues that firms have faced when entering new markets. Real-world company case studies and examples are used to explore the roots of both successful and less successful international expansion. | | S2 | 15 |
| BMGT3223 | Saving the Planet, One Organisation at a time | The module will provide practical experience of Environmental Management Systems (EMS) and environmental performance assessment within different organisations and organisational contexts. A theoretical underpinning of the key principles and processes of a range of organisational EMS tools and techniques are presented.<br><br>The contribution of an EMS to promoting sustainability within organisations and enabling them to respond to various stakeholders' expectations of environmental protection is explored and critically discussed. Research skills will demonstrate the ability to analyse and synthesise qualitative and quantitative data effectively. An individual company analysis and strategic plan will be produced. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| BMGT3310 | The Next Big Thing | We are living in a world of continuous disruption, this module enables you to understand the sources of change in the twenty first century and to anticipate the future direction of new innovations. Many of these innovations are currently visible such as the Internet-of-Things (IOT), artificial intelligence (AI) and driverless cars. Their full impact has yet to be felt.<br><br>This module also explores other types of inventions and innovations that are emerging. The process of innovation and how to apply models for forecasting the trajectories of new technologies are explored. Analysis of how the world`s most successful companies disrupt and innovate using platform ecosystems instead of conventional organisational structures and business models is also considered. | | S2 | 15 |

## ANIMATION

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ANIM2004E1 | Animation Production: Narrative Workflows | This module provides students with the opportunity to develop skills in the production of an animated film. It explores current trends and techniques in film and television. It also embraces the creative, structural and technical issues related to creation of animation i.e. character development, story boarding and the use of appropriate software tools. | | S1 | 15 |

## CREATIVE DIGITAL MEDIA

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| CMED2004 | Motion Graphics | This module will combine skills and knowledge acquired at Level 4, to explore and create effective and complex motion graphics sequences. The module will explore the history, context, function and importance of opening sequence as an overture to a television or film production, and for promotion on the web. Students will be taught the elements of animating typography and keyframes, using appropriate software, such as Adobe After Effects and PhotoShop instilling digital imaging skills which will underpin all work on the module. | | S1 | 15 |
| CMED2008 | Natural Light Photography | This module introduces you to digital photography techniques using available light. It will explore the contextual issues surrounding photographic imagery, the power of the image and ethical considerations. Techniques such as street photography, low light photography and the camera itself as well as an examination of packages, such as Adobe Photoshop, are undertaken. Students are asked to produce a series of digital photographs exploring a range of issues and techniques covered in the module. | | S1 | 15 |
| CMED3007 | Documentary Photography | To Be Confirmed | | S1 | 15 |
| CMED2005 | Visual Effects | This module will combine skills and knowledge acquired at Level 4, to explore and create visual effects – students will learn to integrate computer generated imagery with that of live action footage to create artificial environments. Students will be taught the elements of compositing, luma and chromakeying, using appropriate software, such as Adobe After Effects and PhotoShop instilling digital imaging skills which will underpin all work on the module. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| CMED2009 | Commercial Studio Photography | This module will allow you to explore and develop skills in the technically complex, but creatively diverse, discipline of studio photography using controlled lighting. It looks at various aspects of studio photography such as portraits and people, close up photography, backdrops and sets, lighting (both continuous and flash), studio equipment, studio effects, post-production effects (Image correction and manipulation etc.) and camera control. The traditions, techniques and significance of studio photography are explored including lighting, genres, communication, art direction, and equipment. As well as the practical issues relating to the studio the module will also explore the contextual and historical issues surrounding studio photography and its frequent use in commercial photo shoots. | | S2 | 15 |
| CMED3006 | Pressure Projects | The pace, pressure and timescale of media production in a commercial setting is often not fully realised by students. This module is intended to simulate the pressure of commercial time scales to help you to develop time management skills and to put into action all your skills learned over your time on the course. This is done by the setting of two 1 and a half day 'pressure projects' where the brief is set at 9.30am and is completed by lunchtime the following day. These projects will be set by a visiting speaker from industry based on a real brief that the company is undertaking or needs to fulfil. This is an ideal opportunity to improve the content of your portfolio, by including a live real-time brief that you can discuss at interview. | | S2 | 15 |
| CMED3010 | Live Project | This module will provide you with an opportunity to undertake a project with an explicit link to the design or media industry. You will be working directly with a business or industry representative in working on a live brief, within a specific timeline. You will be able to negotiate the client and brief from a variety supplied by your tutor, in order to develop your portfolio and to gain invaluable client communication skills, which will form a basis for discussion at interview. | | S2 | 15 |

**FILM PRODUCTION**

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| DFPR2102E1 | Single Camera Drama | Working in small production teams, students will take a short drama through all stages of production to completion. They can either, by negotiation with the Tutor, produce a drama from a provided script, or from a script that they may have developed themselves.<br><br>All students will be attached to their principal productions with the obligation to see that these are finished satisfactorily. However, depending on the nature of the roles that they play (for instance, Producers and Directors may well work largely on their single primary production) there will be the opportunity for students to specialise in chosen craft skills (e.g. Camera, Sound, Lighting etc.) across productions. | | S1 | 15 |
| DFPR2103 | Experimental Film Production | Building on an existing knowledge of film theory and production this module will examine the role of the experimental filmmaker in the subversion of media conventions. Students will engage with an advanced investigation and analysis of forms and concepts within experimental works. The module will allow students to break free of the conventions and preconceptions of traditional approaches to film production and encourage sophisticated, theoretically supported experimentation with the form. This will inform the formation and articulation of a personal process, linking theory and practice to create an experimental moving image work. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| DFPR3106 | Extension Module | This module offers students the opportunity to develop an area of interest from a previously taught module. To be eligible for this module a student will normally have achieved at least a B- in the previous module but the module leader also has the power to exercise discretion. The outcomes will be negotiated and agreed with the supervisor who will then operate as a consultant for the agreed project. Whilst students are expected to evidence skills of independence throughout this module, the content and direction must be agreed before the work begins. | | S1 | 15 |
| DFPR1103 | Introduction to Experimental film | An introduction to experimental film, providing an historical overview with examples of key movements and artists. The module will explore a range of works, ideas and practices providing students with an opportunity to broaden their horizons and engage with unfamiliar forms including experimental filmmakers such as Carl Dreyer, Maya Deren, and Andy Warhol, movements such as Surrealism, and contemporary gallery work.<br><br>Students will be given the opportunity to experience experimentation with different forms and processes leading to the production of their own experimental work. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| DFPR1105 | Directing Performance for the Screen | This is a practical module in which students will examine the working practices of a range of directors and actors considering the links between the films, the techniques and the philosophies of the directors.  They will have an opportunity to research a specific director or group of directors of their own choice.

Students will explore the concepts and techniques employed by different directors with a focus on script, movement and performance. They will explore these concepts in practice through workshops in acting and directing and the production of a series of short practical exercises.

The module will include an introduction to significant theories of acting and performance accompanied by Acting /Directing workshops and exercises in which students experience and explore a range of techniques and approaches to performance.

This will be supported by screenings and lectures with research into supporting texts, focussing on the work of specific actors and directors, exploring their directorial and performance styles, techniques, working relationships and their political/cultural/philosophical affiliations as appropriate. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| DFPR2104 | Factual Film | An exploration of factual film from a producer's perspective. The module examines significant movements in the history of the medium to explore concepts, ideological debates, and approaches to production.<br><br>Students experiment with production skills, techniques and conceptual approaches, producing audio-visual exercises and examples.<br><br>Students propose and research an idea for a short factual film. They produce a treatment and proposal according to industry practice and work in small groups to produce some of the proposed films. The ability to identify an appropriate subject and to conduct the necessary research is essential, students have the opportunity to evaluate the practicalities of numerous productions. | | S2 | 15 |
| DFPR2105 | Music Video Production | Students will engage in an exploration of the history, form and production techniques of music video. This will lead to students making their own music video through a live brief with a professional client.<br><br>This could include:<br>• Generating Creative Responses to Briefs<br>• Writing a Music Video Pitch<br>• Scheduling & Budgeting<br>• Live Performance Cinematography<br>• Constructing Music Video Narratives<br>• Editing as illustration of music<br>• Post-Production for Music Video | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| DFPR3105 | Advance Specialism | This module offers students the opportunity to develop an area of specialism in great depth. The outcomes will be negotiated and agreed with the supervisor who will then operate as a consultant for the agreed project. Whilst students are expected to evidence skills of independence throughout this module, the content and direction must be agreed before the work begins.<br><br>Students will design their own study but will attend regular weekly meetings, additional tutorials, seminars and group activities may also be organised where appropriate and by negotiation. | | S2 | 15 |

## FINE ART

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| FAPR2100E1 | Visual Research | The focus of this module will be developing students' methodologies for sourcing, collecting and organising visual information. Through an intense self-directed exploration of different media, field trips and tutorials students will expand a comprehension of their own visual research methodologies. | | S1 | 15 |
| FAPR2101E1 | Studio Practice 2 | This module builds on the practical and conceptual skills developed at level 4; level 5 students will extend and deepen their practice in their preferred media. Students will take part in a range of workshops, seminars, interim presentations and reviews, plus tutorials, and develop a strong, coherent body of work. This practical module will be underpinned by further development of contextual issues and thinking. Students will develop their visual and aesthetic awareness and learn how to realise this in their chosen media. | | S1 | 15 |
| FAPR2102E1 | Fine Art Projects 2 | This module builds on and develops level 5 students' understanding of their studio practice within a contemporary fine art context. This module builds on skills developed in FAPR1102, through learning how groups or series of art works can be exhibited and presented. Students will be guided and supported to establish a reflective discipline within their chosen media. Students' practices and communication will be explored through a focus on methods of exhibiting and critically evaluating the display of artefacts. | | S1 | 15 |
| FAPR2103E1 | Site and Context 1 | This module builds on and develops level 5 students' understanding of their visual research in relation to specific sites. This module builds on skills developed at Level 4, through enabling students to select appropriate sites in context with their emerging practice. Students will be guided and supported to establish a reflective discipline within their chosen media. Students' practices and communication will be explored through a focus on the developing relationships between their methodologies and their responses to site. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| FAPR3101 | Dissemination of Research | This module provides students with support to develop an extended, distinct, critically reflective response to the methodologies, visual language exchange of learning and contribution to contemporary debate found in their practical work made in other modules. The response can take the form of a paper, presentation, performance, film or other mode negotiated with the tutor. | | S2 | 15 |

## GRAPHIC DESIGN

No semester 1 modules available this year. Semester 2 options will be available later in Summer 2020.

## ILLUSTRATION

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ILTN1011 | Image Making | This module provides students with an opportunity to explore a wide range of image making techniques as well as developing problem-solving skills. These skills will underpin subsequent illustration briefs and allow the student to develop their visual language and further understanding of graphic image applications. Students should be aware that this module does not include workshops involving computer software. | | S1 | 15 |
| ILTN1013 | Illustration: Digital Processes | This module provides students with an opportunity to explore a wide range of digital processes for making imagery as well as developing problem-solving skills. These skills will underpin subsequent illustration briefs and allow the student to develop their visual language and further understanding of graphic image applications. | | S1 | 15 |
| ILTN2026 | Location Drawing and Reportage | The Location drawing & Reportage illustration-module gives students the opportunity to engage with a drawing project based on working in given settings in the city of Worcester or other settings near the university.  As students' progress in their studies, it is important that they continue to develop their visual language and realize the objectives already achieved within the level 4 drawing modules and, at the same time, become increasingly aware of the nature of illustration as an applied art.  Working in given locations will help them  develop an awareness of mood, texture, atmosphere and human activity and characterisation within different settings.  By dealing with the objectives of both disciplines, this module will act as an ideal means of integrating them with each other in a practical as well as theoretical manner. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ILTN3011 | Authorial Practice | Following on from the Visual Statement (ILTN2001) and complimenting Contemporary Practice (ILTN3010), the Authorial Project provides the student an opportunity to self-direct, and develop projects that reflect their unique creative identity. Whereas ILTN3010 engages the student to respond to live projects and briefs set by competitions or industry, the Authorial Project investigates the role of the illustrator as author-responsible to self-initiate and establish opportunities of personal origination.<br><br>Themes of narrative, self-publishing, the graphic novel, gallery work and collaborative practice will be discussed and used as platforms from which to build identifiably personal outputs.<br><br>Students are asked to take a much more assertive, entrepreneurial role in identifying possible outlets and opportunities for their work.<br><br>The sketchbook and a portfolio of work will be the mode of delivery. Students will be expected to use an integrated approach to practice and theory. Additionally, they will be required to give presentations of their work at critical seminars to their peer group-led by the module leader. | | S1 | 15 |
| ILTN3014 | Negotiated Project 1 | The Illustration Negotiated Project module gives students the opportunity to pursue an additional area of personal interest to that undertaken in their Final Research Project, and to review the experience of their studies to date by manifesting this knowledge in a sustained project. Students are required to identify their own learning objectives and develop a clearly defined project. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ILTN1010 | Illustration and Printmaking | This module encourages students to draw from imagination, direct observation and secondary references. Students will explore such areas as sound, literature, classic texts and contemporary myth as inspiration for sequential images. The module will introduce students to a wide variety of printmaking processes, including collagraph, digital, monotype and etching. All project work can be either print-based or screen-based. Coursework will include drawing and use of sketchbooks and learning journals. | | S2 | 15 |
| ILTN1012 | Image & Meaning | First, students will be expected to investigate and appreciate the value of idea as text, the image as a signifier of cultural operatives within the visual work. Secondly, they will research the relationship between word and image and the synergy between the two forms of expression. The manifestation of this exploration will be illustrative work produced by the student to demonstrate their understanding of the function of the illustrative image. | | S2 | 15 |
| ILTN2011 | Sequential Illustration | This module offers an in depth investigation of visual narrative as expressed in picture books, graphic short story, comics and narrative reportage. An investigation of sequence, pacing, characterisation and creative writing are the subjects of the study. The skills and knowledge gained in modules such as ILTN2026 Location drawing and Reportage and ILTN2013 Narrative Illustration (or ILTN2012 Illustration Forms and Genres, Semester One) will be extended and intensified and students will, in addition to taught sessions and workshops, get the opportunity to create their own narrative in any form or genre of their choice. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ILTN2015 | Book Arts and Creative Publishing | This module will introduce Level 5 students to the subjects of Book Arts, Publishing and Entrepreneurial practice. Students will research a range creative practitioners in order to understand the role of an Illustrator within the publishing sector. The process of commissioned and self-published projects will be investigated and in doing so the students will gain an understanding of how they can apply existing practical skills, with industry knowledge to create a market for their work. Delivery will be in the form of practical workshops, seminars and lectures. ILTN2015 will develop student's awareness and understanding of contemporary, professional practice and form a platform from which to extend their knowledge and portfolio in modules ILTN3009 Professional Practice, ILTN3011 Authorial Practice, and ILTN3010 Contemporary Practice. | | S2 | 15 |
| ILTN3009 | Illustration Professional Practice | This module provides all students in the subject of Illustration with the opportunity to reflect on their personal achievements, and to begin to relate their interests and expertise to the next stage of their career, whether it is employment, self-employment or further academic studies. Students will carry out directed research into their future career paths. Transferable skills will be identified and evaluated alongside subject specific skills. Advice on current initiatives will be available in areas such as self-employment, work placements and how to find other funding sources for professional practice. | | S2 | 15 |
| ILTN3014 | Negotiated Project 1 | The Illustration Negotiated Project module gives students the opportunity to pursue an additional area of personal interest to that undertaken in their Final Research Project, and to review the experience of their studies to date by manifesting this knowledge in a sustained project. Students are required to identify their own learning objectives and develop a clearly defined project. | | S2 | 15 |

## ENGLISH LITERATURE

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ENGL1103 | Ways of reading, Ways of writing | 'Ways of Reading, Ways of Writing' is an introduction to the creative, provocative and evolving discipline of English Literary studies at undergraduate level. Supporting students through the transition to undergraduate study, the module develops the portfolio of academic and transferable skills which underpin our work as literary critics and members of a scholarly community, including close textual analysis and academic writing skills. Delivered through a combination of lecture and workshop-based teaching, the module is assessed through a group task and an essay assignment. | | S1 | 15 |
| ENGL1105 | Bodies and Beings | Writing and reading are physical activities. 'Bodies and Beings' will challenge assumptions that literature exists only in 'the life of the mind', enabling students to relate their literary knowledge and interests to the physical world and to embodied experience. The module will introduce students to the various ways in which literary texts represent and reflect the human body. Students will study core texts from a range of historical periods and contexts, and encounter different theories of the body and embodiment. The module will include concepts such as: religious discourse and doctrines of the soul; psychological and linguistic conceptions of self and other; the impact of modern medical science; the cultural construction of race and gender; speculative fiction and the posthuman. Students will develop their analytic and critical skills in relation to texts of various genres, studied in the light of contextual and theoretical lectures. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ENGL2003 | Shakespeare: Stage, Page, Screen | Shakespeare wrote plays for the Elizabethan stage which were subsequently published. Since then, they have co-existed in multiple formats, from different editions for the page to adaptations for the stage and screen.<br><br>This module offers students the opportunity to study a selection of Shakespeare's play as texts and subsequent adaptations. Students will explore key themes, such as fate, power, identity, hierarchy, love, marriage, family relations, war/conflict, exile, death, both in their early modern context and in subsequent adaptations. Particular attention will be paid to Shakespeare's use and subversion of genre conventions and their negotiation in subsequent adaptations from the early modern stage to recent theatre and film productions. Through critical and theoretical readings, students will learn about the history of the selected plays in adaptation and develop their own model for writing about Shakespeare plays that is aware of their intrinsic performative nature. | | S1 | 15 |
| ENGL2202E | Movement and Migration | This module studies a diverse body of literatures in English from across the world through a range of historical periods. In doing so, it requires students to take account of the long history of marginalisation of writers from a range of places, cultural backgrounds and periods, while recognising some of the possibilities and limitations in the very process of categorising a body of texts or literary community. The module may move forward or backward in time through the adoption of a 'case-study' (for e.g., mixed cultural backgrounds writers; American and Native American; Australian; Canadian; Irish, Scottish and Welsh, etc.) In this way, the module supports skills and concepts, developed in ENGL2201 and prepares students wishing to extend their studies further in optional modules at level 6. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ENGL2204 | Politics, Sex and Identity in the Early Modern World | This module will introduce students to a variety of poetry, drama and prose fiction of the early modern period. Students will explore the specific contexts of this period and will examine the ways in which the literary texts responded to, negotiated, or occluded these historical contexts. Topics may include: the emergence of the idea of the autonomous nation state, the Civil War, and the development of the first political parties; the breakdown of traditional religious authority, British imperialism, growing consumer culture, institutionalisation of modern science; and the emergence of purpose-built theatre and the professionalization of authors. The literature studied will reflect the cultural, philosophical and political developments from the period and the dominant modes and genres used by a range of writers, both canonical and marginalised. In the process, students will explore how literary form reflected and reinforced contemporary cultural ideologies and construction of identity along several lines. | | S1 | 15 |
| ENGL3004 | Justice & Revenge In English Renaissance Drama | The module investigates the anxieties apparent within C16th and early C17th literature about a range of legal, moral and social questions and behavioural patterns focused on the concepts of justice and revenge. The nature of revenge and its fascination for audiences and playwrights is investigated by detailed study of a selection from the dramatic sub-genre, "revenge tragedy". The tensions between the state and its subjects in the areas of judicial, social and personal conflict will be explored through the examination of contemporary responses to concepts of law, social order and justice, once again in relation to particular Elizabethan and Jacobean play-texts. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ENGL3011 | Cities and Fiction | This module enables students, building on their readings of literature and theories at level 5, to examine and interrogate novels from a range of countries that take a city as their central feature. Texts range in date of publication from the mid-nineteenth century to the first three decades of the twentieth century. Issues of realism, modernity, cultural and political theory, will be considered alongside four novels. Students will accordingly encounter the cultural diversity of texts from different countries, while tracing the representations of cities during a period of exceptional development for urban dwellers and writers alike. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| ENGL1106 | Places and Spaces | This module introduces students to the significance of Literature as one of the primary vehicles through which humans have shaped, measured and understood their relationships to places and spaces. As societies and cultures around the world negotiate their relationship to local, regional, (trans)national, global and even cosmic identities, this function is as important as ever in the early twenty-first century. <br> The module is organised around two key themes: Identity and Responsibility. A broad chronological sampling of literary texts (poetry and prose) will demonstrate the range of ways in which the representation of places and spaces is linked to identity formation, with a particular focus on literary modes such as: Pastoral (and its cognates), Gothic, (Sur)Realism, and Science Fiction. <br> The focus on Responsibility reflects the growing sensitivity in English studies to the ways in which texts of all kinds may encourage or shirk ethical relationships with places and spaces understood as 'environments', 'habitats' and 'ecologies'. This theme will be relevant throughout the module but will be explored with special reference to texts derived from Nature and New Nature Writing, and from a range of spiritual traditions (e.g. Christian, Buddhist, Native American). <br> Students will also have the opportunity to examine the character and formation of their own relationship to places and spaces. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ENGL1107 | Writing Worcester: Past and Present | This module offers student the opportunity to engage with the literary, historical and cultural heritage of Worcester, the locale of their undergraduate pursuit. It proposes an exploration of Worcester's past and present through interaction with local artefacts, organisations and institutions.<br><br>In the first part of the module, students will explore artefacts from a range of historical periods and contexts, from the earliest maps of the city and royals linked to the place, to its latest literary/cultural footprints, to develop their awareness of the composite construction of Worcester through time. In doing so, students will develop their analytic and critical skills in relation to site-specific texts, co-texts and contexts.<br><br>The second part of the module offers students the opportunity to transfer and test skills and knowledge acquired through volunteering with local institutions and organisations, such as the Hive, the Worcester Cathedral, the Commandery, the Tudor House, local Museum, Guild Hall Information Point, Swan Theatre, etc. | | S2 | 15 |
| ENGL2011 | Children's Literature | This module gives an overview of the development of English children's literature from the nineteenth century to contemporary times within literary and historical contexts. Key works written for children in the nineteenth, twentieth and twenty-first centuries will be studied. Thematic elements will be highlighted and discussed in each of the texts in conjunction with wider literary, social and historical considerations e.g. construction of childhood, war, gender, environment, health and disability. Predominant critical thinking surrounding children's literature will be included. Weekly contextualising lectures plus seminars focussing focus on the text will be employed to encourage student discussion and develop critical skills. Assessment: one essay. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ENGL2203 | Gothic Literature | This module is concerned with the emergence and literary historical development of Gothic Literature. It will extend students' conceptual understanding of this diverse and resilient genre by considering the Gothic as a literature of "excess and transgression" (Botting). Students will encounter both the changing stock of characters and locations through which the Gothic is expressed and the historical, social and cultural contexts by which it has been shaped. To help students situate their study of this genre in relation to the subject as a whole, emphasis will be placed on the Gothic as a source and site of 'counter-narratives': to rationality and morality; to gender norms; to the mastery of humans over the rest of nature. The module will also introduce and apply a range of critical approaches appropriate to the study of the Gothic, extending competence in this area and complementing the work done on ENGL2201 Literary Criticism: Theory and Practice. | | S2 | 15 |
| ENGL3012 | American Writing and the Wilderness | American national identity has been shaped repeatedly by challenging encounters with the natural world in its raw state; students will explore the ways in which this experience has been represented in different kinds of American writing through the enduring image of 'wilderness'. Equally significant will be an awareness of the ideological power of this image in the historical formation of American identities.<br>The module trails the significance of wilderness from 'first contact' with the continent to the late twentieth century. We will read a diverse range of texts, including historical romance, short stories, poetry, spiritual testaments and nature writing. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ENGL3017 | Literature in Film Adaptation | This module's main focus is the film ain't like the book!<br><br>It invites you to bring all your experience of book reading and film viewing to develop a critical awareness of the relationship between films and literary texts in the process of adaptation.<br><br>We look at adaptation both as product and as a process, so we'll analyses texts and films, reflect upon ways in which the two can be compared and contrasted, and explore the differing relationships a film can have with its source text. In the process, you'll build the toolkit to critically discuss adaptation: from the vocabulary for film analysis to specific theoretical approaches to the texts and films studied.<br><br>You are invited to apply your own subject specific theoretical perspectives alongside developing knowledge of approaches to film technique and theory. | | S2 | 15 |

## ENGLISH LANGUAGE

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ELAN1006 | Foundations of Sociolinguistics | This module looks at what sociolinguistics is, how it is studied, and how language is used in society. It will consider topics such as the basic principles of sociolinguistic studies, language variation within speakers and in the community, language change, myths about how language is used in society and how it is actually used. This module will explore important properties of variation and change by introducing the foundations of sociolinguistic research. | | S1 | 15 |
| ELAN2008 | The English Language in the 21st Century | This module examines features of 21st century English language usage in the UK, looking at lexis, grammar, punctuation, register, and style. You will develop your understanding of how the language has changed and continues to change, discussing the issues posed by new means of communication, and exploring key debates on language developments. You will develop your written and oral communication skills and undertake some primary research through analysis of contemporary language usage. The module should help you enjoy the English language through engaging directly with your own experience of language change and exploring your attitudes towards language development. | | S1 | 15 |
| ELAN3008 | Multilingualism Matters | The module will cover topics in multilingualism from two perspectives: multilingualism at the level of individual (cognitive aspects, language acquisition, types of acquisition) and multilingualism at the societal level (language contact and its outcomes, code-switching, language shift, language death – diglossia, language policy). It discusses the relation between multilingualism and multiculturalism as well as the relation between language and national/ethnic identity. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ELAN3010 | Language Style and Identity | This module explores the ways we combine different features to construct our linguistic and socio-cultural styles. The study of style is discussed through the various approaches (attention to speech, audience design, construction of persona, stylisation). The module covers the three waves of research on sociolinguistic variation and examines how speakers perform their identities through their stylistic practices. The theoretical discussion is inter-disciplinary in nature and incorporates elements from cultural studies, sociology, linguistic ethnography and psychology. | | S1 | 15 |
| ELAN1002 | The History of The English Language | This module introduces students to the ways in which English was formed and has been changing.  The first half of the course focuses on the early modern period, specifically from the early middle ages to the seventeenth century, and the second half of the course examines the range of factors including modern concepts and technologies that contribute to continued change.  This course is designed, within specific historical contexts, together with 'Describing English', to form a mandatory course of study across the student's first year. | | S2 | 15 |
| ELAN2002 | Language and Power | This module develops approaches to English Language Studies that were introduced in level 4. Its concern is with the development of language study and with its methods of critique. It will introduce theoretical models with which to interrogate the social divisions, for example in class, gender, and race, that are perpetuated by language. Through the analysis of a variety of written and oral texts, students will further develop and practise the theoretical approaches and analytical skills necessary to support their further study throughout the degree path. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| ELAN3004 | World Englishes | This module examines regional and social variations in British English, and then expands to include varieties of English around the world such as American English, AAVE, and Pidgin and Creole varieties. We discuss the key debates on World English (-es) and New/new Englishes.<br><br>Students will critically analyse the characteristics of pidgins and creoles with a view to understanding why and how new forms of English arise and develop. In addition, it examines the impact of prescriptive attitudes to grammar on the reception of non-standard English usage as well as issues of identity. | | S2 | 15 |
| ELAN3011 | Introduction to Language Acquisition | This module charts language acquisition across the lifespan – from from how we tune into language as infants to how we learn new languages as adults. The possible processes involved in first and second language learning are explored by examining both language input and language production, which is supplemented by analysing speech and language data. The social context of language acquisition is also considered. The module is strongly interdisciplinary, drawing from speech and language sciences, psychological sciences and socio-cultural studies. | | S2 | 15 |

## CREATIVE WRITING

*NB. At levels 4 and 5 modules start CRWT, at level 6 modules start CPWT*

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|--------------------------------|----------|---------|
| CRWT1004 | Writing Fiction | This module aims to introduce students to writing fiction by focusing on the short form, and analysis of one set text in longer form. Students will read, analyse and discuss set short story texts and incorporate the technical and artistic methods into their own short story writing. Students will submit work in advance on set narrative techniques and themes, which will be discussed by the rest of the group. These workshops will be supplemented by independent reading of set texts, seminar discussion of these texts and practical exercises (group and individual). Themes and texts will be chosen to illustrate the topic of that week's seminar. | | S1 | 15 |
| CRWT2003 | Slam, Spoken Word, and Performance Poetry | Module details to be confirmed – if you would like more information about this module please email j.nock@worc.ac.uk | | S1 | 15 |
| CPWT3006 | Contemporary Poetry | This module will focus on poetry written post-1946 up to the present day. The poets studied will be drawn principally from an Anglo-American tradition. Through research, practical writing tasks and formative assessment, students will develop their individual focus and approach to contemporary poetry, culminating in one portfolio of twenty poems. Students will also be expected to articulate critical reflections on the development of their creative practice. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| CRWT1002 | Writing Poetry | This module focuses on the writing of poetry through analysis of modern and traditional models and examples and through discovery and experimentation. In a supportive atmosphere, you will develop a growing knowledge and understanding of contemporary craft and practice as well as the wider traditions of poetry. You will develop your skills in written and spoken word and undertake exploration of the nature of poetry as well as changing attitudes to the form. There will be an emphasis on the making of poems and by the end of the module you are expected to have produced a portfolio of your own work. | | S2 | 15 |
| CRWT2002 | Writing for Children | Module details to be confirmed – if you would like more information about this module please email j.nock@worc.ac.uk | | S2 | 15 |
| CRWT2004 | Genre Fiction | Module details to be confirmed – if you would like more information about this module please email j.nock@worc.ac.uk | | S2 | 15 |
| CPWT3004 | Hypermedia - Creative Writing in a Digital Culture | This module explores how developments in digital media are influencing the practice of creative writing. It examines the implications of hypertext and digital media for our understanding of the ways in which texts generate meaning and the acts of writing and reading. You will be required to engage with the theoretical questions raised by writing with interactive digital media. You will study a number of examples of hypertext literature and will engage with several post-structuralist concepts concerning the evolving roles of the author and reader. You will also have the opportunity to create and publish your own hypermedia project. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| CPWT3005 | New Nature Writing | This module enables students to engage with and practice one of the most vibrant forms of contemporary creative writing. By reading and debating a range of different examples, they will become familiar with the diversity and formal hybridity of New Nature Writing, which draws on the material and methods of Life Writing, Science, Poetry and other disciplines. Through research, practical writing tasks and formative assessment, they will develop their individual focus and approach to environmental issues, culminating in one single piece of summative assessment. Students will also be expected to articulate critical reflections on the development of their creative practice. | | S2 | 15 |

## FILM STUDIES

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| FLMS1100E | Introduction to Film | *module subject to approval* | | S1 | 15 |
| FLMS2010E | Film Genre Studies | The module aims to present students with the historical development of popular cinematic genres, as well going in-depth into a single genre. Students will be expected to develop a critical understanding of characteristic conventions of the selected genres with particular reference to the periods on which the module will focus. They will compare and contrast generic conventions and explore genre theory as it has been used within Film Studies. Students will be expected to consider a range of genre texts. Students will develop various approaches to conducting research in Film Studies e.g. textual analysis, semiotic analysis and genre. | | S1 | 15 |
| FLMS2100E1 | Approaches to Film | This module builds upon students' existing knowledge of film, bringing into play a variety of theoretical approaches to enable and develop students' discursive practices in their levels 5 & 6. The approach this module takes is as an intensive survey of the major critical paradigms to film, and discussion of those theories' application to specific film texts. In addition, this module uses these theoretical paradigms to develop methodologies which will serve students well when they come to develop their Independent Study projects. Topics include ideology, semiotics, psychoanalysis, gender, authorship, narrative, realism, queer theory, postmodernism, and race & ethnicity. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| FLMS3006 | Film and Folklore | This module explores the relationship between folklore and film studies, as complimentary disciplines for cultural analysis. More than simply identification of folklore in feature films, topics covered include motif identification, folktales as historical evidence, issues of orality, discourses of belief vs. disbelief, cultural survivals, ghost stories, urban legends and ostension.  In part an introduction to folklore studies, this module aims to ask different questions about the filmic text and its production contexts, by looking at them through the "lens" of folklore. This module further fits in well with several of the existing degree schemes as by its nature folklore studies is interdisciplinary: this module will be relevant to those studying film studies, history, American studies, English Literature, and sociology. | | S1 | 15 |
| FLMS3007 | Film Reviewing | This module develops students' skills in writing about film for a general public audience, while also exploring other issues of distribution, exhibition and reception. Throughout the module, students will be expected to attend several new releases at the cinema and write several short reviews of those films. The module will also explore several other ancillary contexts for film exhibition, including distribution, film festivals, differentiating between popular and academic source materials, and reading reviews as cultural discourse (i.e. through reception studies). This module is intended to act as both a summation to many of the academic modules students have experiences across their degree, while also developing these skills as transferrable within the film reception marketplace. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| FLMS2010 | Film Genre Study | The module aims to present students with the historical development of popular cinematic genres, as well going in-depth into a single genre. Students will be expected to develop a critical understanding of characteristic conventions of the selected genres with particular reference to the periods on which the module will focus. They will compare and contrast generic conventions and explore genre theory as it has been used within Film Studies. Students will be expected to consider a range of genre texts. Students will develop various approaches to conducting research in Film Studies e.g. textual analysis, semiotic analysis and genre | | S2 | 15 |
| FLMS3008 | Studies in Cult & Exploitation Film | This module explores the development of, and theoretical meanings associated with, cult and exploitation cinema from around the world. The module itself is broken up into three sections: The first, Exploitation Cinema, explores the historical development of exploitation cinema, from the early roadshows to drive-in movie exhibition contexts; the second, Cult Cinema, looks at, and problematises, the understanding of cult cinema through a consideration of audience, alterity, and reading practices; the third and final section, Grindhouse, looks at the different genres of cult and exploitation cinema, through a contextualised study of, among others, Blaxploitation, sexploitation, horror, and kung fu. The module involves content that some people may find offensive and/or disturbing: if you would like further information about this module, please contact the module leader Mikel Koven  m.koven@worc.ac.uk | | S2 | 15 |

## HISTORY

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| HIST2101E1 | Historical Research | This module provides students with the skills necessary to undertake an independent study in History | | S1 | 15 |
| HIST2103E1 | Twentieth Century USA, 1917 - 2001 | This chronological course will foster historical and historiographical understanding of the main eras of American history between 1917 and 2001. The intention is to survey the development of the United States, both foreign and domestic, from entry into the First World War to the end of the Clinton Presidency. | | S1 | 15 |
| HIST2108E1 | Conflict, Stability and Change: Twentieth-Century Britain | This module examines the changing role of the state in Britain, and the effect this had on society, politics, government, welfare, and overseas policy, from the start of the twentieth century to Thatcher's government. The module explores the possibilities and approaches that best explain the history of this period. Was it the case that events of this period were in effect 'one thing after another', or the result of extraordinary talents and the influence of a relatively small number of individuals, such as Lloyd George, Baldwin, Keynes, Churchill and Bevan? Or, were they the result of influential factors, such as war or social and cultural change? The module aims to re-think the period and its events. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| HIST2111 | The German Empire, 1862-1918 | This module examines the history of the German Empire from its foundation by Bismarck to its collapse amidst defeat in World War One. We explore the nature of German unification and its implications for the future development of German political culture. The consequences of the emergence of Germany as Europe's leading industrial power are explored. The treatment of minorities in Imperial Germany are addressed including an assessment of the extent of antisemitism in German society. Germany's bid for world power (the policy of Weltpolitik) and the continuing debate about Germany's responsibility for the outbreak of the Great War are then examined. The module then examines the impact of the First World War on German politics and society and concludes with an analysis of the German collapse in 1918 and the problematical nature of the revolution of 1918-19. | | S1 | 15 |
| HIST3104 | The Atlantic Slave Trade | This module examines the scale, nature and organisation of the Atlantic slave trade, and its effects on the lives of millions of African men, women and children forcibly transported to the Americas in the eighteenth and early nineteenth century. | | S1 | 15 |
| HIST2117 | Japan's World, 1854-1951 | The intention of this module is to survey the history of modern Japan. This is an exciting opportunity to study a country with a fascinating history that is not often offered in history curricula. The course begins with discussion of the "founding myth" and its abiding influence through creation of the notion of the Yamato race and ends with discussion of the post-Second World War military occupation of Japan by the United States. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| HIST3109 | Nazi Germany | In this module, you will examine the history of the Nazi state and its place in modern German history. Topics will include the origins of the National Socialist movement, its growth and rise to power in the unstable environment of the Weimar Republic and the National Socialists' utopian ideology. The still controversial issue of the relationship between the regime and the ordinary German population forms the unifying theme of the module. You will consider the nature of everyday life in the Third Reich, Nazi racial policy and its impact on Jews and others. The role of denunciation and the terror apparatus (Gestapo and concentration camp system) is explored. The module analyses the horrific culmination of the regime's ideological goals in the genocidal policies pursued during the Second World War, in particular the Holocaust, and concludes with an examination of the continuing relevance of the Nazi period for Germany today. | | S2 | 15 |

## JOURNALISM

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| JOUR1005 | Introduction to Feature Writing | Students will learn to write feature articles for print and on-line media, including profiles, reviews, and background analyses. Students will produce their own feature work and be able to reflect on the differences in style and content of editorial material. | | S1 | 15 |
| JOUR1006 | Introduction to Digital Techniques | Through critical engagement with current practices, students will develop an understanding of the issues, concepts and contexts for Journalists working with digital media techniques. It includes the use of social media and mobile journalism using smart phones and ipads. | | S1 | 15 |
| JOUR2000E1 | Journalism, Law, Ethics and Society | This module introduces students to the law related to journalism and examines journalism values and ethics. From an ethical standpoint it pays particular attention to the values of truth, accuracy, objectivity, impartiality, respect for privacy, fairness and balance and their impact on journalistic practice. It also examines the relationship between news media, journalism and society through theoretical perspectives with opportunities to put theory into practice. | | S1 | 15 |
| JOUR2006 | Reporting Politics (1) | This module examines the role of journalists in the political sphere. It involves analysis of the relationship between politicians and the media at both the national and local level. The role of political parties, government agencies and other public bodies is examined and students have opportunities to generate news stories. | | S1 | 15 |
| JOUR2009 | Intermediate Feature Writing | This module seeks to extend the technical ability of our students to write for consumer periodicals. It will focus on the fields of travel writing, experience journalism, and art criticism and profile writing, as well as exploring how to write for the web and other digital media. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| JOUR3004 | Reporting Politics (2) | This module focuses on current issues and debates in media, news and journalism. It will examine theories informing journalism practice in contemporary society. It will also explore the relationship between the media, journalism and society with a viewing of determining the media and journalism impact on society. It will explore the changing nature of journalism, and the consequences of information communication technologies on media and journalism practice. | | S1 | 15 |
| JOUR3007 | Advanced Journalism (Theory and Practice) | This module focuses on the production of a range of material covering everything from news and feature pieces to personal commentaries.  Students will explore the various platforms for the delivery of material and investigate the impact of media convergence and its effects upon the profession.  There will be opportunities to pursue special interest areas and students will be encouraged to establish links with industry contacts and to get their material seen by as wide an audience as possible. | | S1 | 15 |
| JOUR1008 | Introduction to Photojournalism | In a world dominated by images, it is vital that today's journalists have the skills to identify a picture's potential, understand it and exploit it. The module will introduce Level 4 students to the technical and creative aspects of photojournalism. It will concentrate on the techniques of taking, manipulating and using pictures in conjunction with appropriate text, using digital cameras and producing pictures to a publishable standard in print and online. | | S2 | 15 |
| JOUR2002 | Magazine Journalism | Students are involved in the planning, design, provision of copy, production for and distribution of a real publication in this module. Working in small groups, they execute the content generation, production, design and distribution of the publication. This forms part of the print pathway | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| JOUR2005 | Sports Journalism | To explore the practice and mechanics of sports writing for newspapers, magazines, broadcast and online. It will involve an exploration of how sports events are covered by the media and an opportunity to develop different writing styles appropriate to sports journalism. | | S2 | 15 |

## SOCIOLOGY

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| SOCG1103 | Family Lives | This module will focus on the contemporary Western family as a key social and cultural institution and on the ideologies that underpin family life. Students will be introduced to a range of relevant sociological perspectives including functionalist, Marxist and feminist theories to challenge traditional accounts of the family. Conventional concepts and ways of understanding family life will be challenged through an exploration of contemporary social changes and 'problems' in family lives. | | S1 | 15 |
| SOCG1109 | The Sociology of Names: the Identities of People and Places | *module subject to approval* | | S1 | 15 |
| SOCG2100E1 | Pathways in Sociology | The module begins to provide an understanding of the main theoretical traditions in sociology and acts as a springboard for students taking other Sociology modules at level five and six. | | S1 | 15 |
| SOCG2109 | 'Race' and Ethnicity in Contemporary British Society | In this module we will be looking at the way in which 'race' and ethnicity appears within social, cultural and institutional settings such as sport, popular culture, the mass media, health, the education system and the criminal justice system. We will also be considering how 'race' and ethnicity are socially constructed in contemporary British society. Additionally we will be examining the popular "common sense" ideologies relating to 'race', ethnicity and nationalism, together with an analysis of the theoretical frameworks that have been constructed to explain them. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SOCG2113 | People, Environment, and Social Change | This module is about people's lifestyles in a world where resource constraints are ever more pressing. You can focus your assignment on any one of the issues raised in the module, for example: eco-feminism and environmental activism; the food chain and the vegetarian option; climate change and environmental risk; health, illness and consumer lifestyles; housing and urban design, local community development; migration, world poverty and inequality; multinational corporations and environmental crime; media representations of the environmental crisis; environmental education; the limits of international decision-making. Sociology (and political science) have much to offer to these debates, raising long-standing questions about inequality, culture and power, and agency and structure. The module also develops useful career skills such as analysing problems, communicating ideas, and proposing and implementing solutions. [No previous knowledge required. Your report may, if you wish, include some images or video material.] | | S1 | 15 |
| SOCG2114 | Sociological Research: the Research Proposal | This module is designed especially for Joint Sociology students who may wish in the following year to do a JOIN3002 dissertation which includes Sociology, or a SOCG3002 entirely in Sociology. In this module you will develop your understanding of the relationship between theory, methodology and methods. You will also further develop your understanding of how to design social research and the ethical implications via the development of a research proposal. You will be given the opportunity to develop an independent approach to study which will help prepare you for the dissertation that you will undertake in your third year. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| SOCG3106 | History of Sexuality | This module is about the sociology of sex and sexuality, although it draws extensively on historical research, as well as social theory. It provides background to the contemporary issues around gender, sexuality and representation considered in SOCG3105. The title 'History of Sexuality' reflects the module's approach, which is to treat sexuality as a construction of specific social and historical contexts. In particular sexuality is viewed as a means of expressing and representing gender in ways that vary from one period to another. | | S1 | 15 |
| SOCG3107 | Body and Society | This module will introduce students to the body in society. Students will initially be required to explore the ways in which the mind/body dualism has conceptualised our understanding and experience of the body. The module will then provide students with the opportunity to re-examine classical Sociology, and reflect on contemporary Sociological theories in relation to substantive issues such as health, the commodified body, bodywork and death. | | S1 | 15 |
| SOCG3111 | Education and the Sociological Imagination | In this module we will review classic and current perspectives and theories on education, apply these perspectives and theories to contemporary issues in compulsory and post-compulsory education and develop an understanding of the relationship between education and other dimensions of society in England. We will build upon themes raised in SOCG1101. Examples of the kinds of issues we will be considering in the module include: 'What is education?', 'Who is education for?', 'Boys' underachievement: reality or myth?', 'Widening participation in Higher Education', and 'Falling standards: whose standards?' | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| SOCG3114 | Capitalism and Globalisation | This module seeks to familiarise students with the history and contemporary manifestations of capitalism. In this context, Capitalism also aims to introduce students to questions and debates about the public and political importance of sociological knowledge. Since the economic crisis of 2008, capitalism has resurfaced as a key subject of debate in sociology and related disciplines. The module is meant to reflect this trend. At the same time, sociologists in recent years have raised important questions about the role of sociological ideas in public life and possibilities for public sociologies in a time when universities are undergoing an intense process of market-driven privatisation. Drawing attention to these questions, Capitalism will offer final-year students an opportunity to critically reflect on the significance of (their) sociological knowledge. | | S1 | 15 |
| SOCG1106 | Welfare for All? Health, Education and Housing | SOCG1106 introduces the recent history of people's welfare in Britain, especially from 1945 onwards, when the 'welfare state' was established: free education and health care, social housing, guaranteed employment, social services, social work, and welfare benefits. We ask what worked, what didn't, and what led to the drastic changes in recent decades. Why, for instance, did women demand change? SOCG1106 fills gaps in your knowledge, and gives insights into the origins of present problems. Sessions include video clips, and you get help in essay-writing and referencing. The module is useful foundation for second and third year modules on history, social policy, gender, 'race', housing, health, and education. No previous knowledge of Sociology or history required. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SOCG1108 | Visual Sociology | Visual Sociology is a really interesting module which explores how people use images to communicate and persuade. It needs no prior knowledge at all - everything is explained in the module - but you will learn a lot from it about Sociology and about how to write good assignments. The images we look at include TV, photos and video clips in social media messages, selfies, emojis, logos, adverts, notices, posters, art, graffiti, cartoons, maps, infographics etc., sometimes accompanied by sounds or words. The visual can also include body adornment such as make-up, jewellery, tattoos, and fashion, and the physical environment such as architecture. Some images may be harmless, but we can learn a lot from them about the world. However, they can also be used by powerful interests to distort information, trying to manipulate people. Ordinary citizens and social movements then try to counteract them, with their own rival images. Sociology can usefully investigate this to try to discover more about what is going on in the world and where power lies within it. For the assessment, you produce three mini-papers, each analyzing some images, which you think are socially significant, and showing that you can incorporate images into your own writing. We give you help every step of the way in producing these mini-papers. | | S2 | 15 |
| SOCG2107 | Housing and Homelessness in the Country and the City | This module examines people, their housing problems, and attempted solutions. Topics include the history of 'social' housing, the segregation of residential areas, the needs of older people and minority ethnic groups, the issue of homelessness, and links with other social problems such as poverty and crime. The module debates the role of government and local councils, the impact of media representations and ideological changes such as 'the Big Society', and the record of campaign groups such as 'Shelter'. Finally, it asks what we can conclude from all this about people and their welfare, and social conflict and power. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SOCG2112 | Digital Society | The world in which we live is being transformed by digital technology. It is easy to see the benefits of that, such as information readily accessible when we need it, contact with others via social media, the ability to monitor our health and fitness, and assistive technologies for people who have disabilities.  However, there are also major concerns, including the circulation of fake news and online abuse, growing inequalities between those who are digitally connected and those who are not, and (perhaps above all) surveillance: government monitoring of citizens, and firms monitoring employees and consumers.  Even people's ability to monitor themselves may have disadvantages, such as increasing levels of anxiety and pressures to measure up to other people. The module allows you to explore the implications of all this in an area of social life of greatest interest to you: health and illness, disability, social welfare, crime and criminal justice, education, work and the workplace, political activism, personal and domestic life, sport and leisure, or the life of the consumer. No previous knowledge required. | | S2 | 15 |
| SOCG3105 | Pornography and Modern Culture | This module is concerned with the construction of gender and sexuality in a representational context. It can be taken in combination with SOCG3106 or as a freestanding module within both Sociology and Media and Cultural Studies subject areas. The module develops the themes of changing gender relations and identities in modern society and the methodological issues that arise concerning the various ways in which sexual representation can be studied. The module will draw primarily on the common example of mass-market heterosexual pornography, although other erotic genres may also be considered for comparative purposes. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| SOCG3110 | 'Race', Ethnicity and Education | This module will examine the ways in which 'race' and ethnicity act as significant dimensions in the educational experiences of minority and majority ethnic students in contemporary British society. The module will explore contemporary issues such as the "underachievement" of boys of Black heritage as well as those from White working-class backgrounds. The module will then consider the strategies which have been proposed and used to address these issues and to promote equality in education. | | S2 | 15 |
| SOCG3113 | Constructing Emotions: Social/Political Perspectives | Emotions affect not only personal well-being, but also areas as diverse as TV reality shows, pressure group campaigns, and the treatment of criminals. But emotions, and the way they are expressed, are to a large extent socially/culturally constructed, and often 'managed' or manipulated by powerful organisations and vested interests such as corporations, governments, media outlets. Moreover, the claim that certain emotions are typical of some groups (e.g. women) can be used to belittle or marginalise them. However, ordinary citizens may be empowered by emotions which generate resistance, such as social movements. This tension, between emotions as oppressive or liberatory, helps with the classic sociological and political question: are people prisoners of structures over which they have little control, or can they exercise human agency to overcome such constraints and thus determine their own lives? Explore these ideas in an assignment in which you focus on an area of interest to you, e.g. personal life, work, politics, crime, religion, education, media, etc. | | S2 | 15 |

## MEDIA AND CULTURAL STUDIES

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| MECS1015 | Popular Music and Cultural Change | The module outlines a history of popular music in the UK and US. It will introduce key themes in media and cultural studies (e.g. identity, nation, gender) and a central focus of the degree - the extent to which social change is shaped by the interaction between popular (people's) culture and the influence exerted by the media industries. Case studies will vary but might include, for example, The Beatles, David Bowie, Madonna, rap/hip hop, Lady Gaga. | | S1 | 15 |
| MECS1020 | World Cultures | This module will be structured around headings such as: National Identities; Food and Identity; Sport, Popular Culture and Youth Culture; Religion and Philosophy; and Cultures of Health and Healing. These themes will form the basis of the content for presentations and practical workshops which comprise the module, and will incorporate real-world experience of cultural ideas and practices which might include, for example, film screenings, food tastings and/or demonstrations in addition to theoretical learning. An optional trip, which could incorporate a programme of cultural activities, guest speakers, tours and museum visits, may be offered as part of the module. | | S1 | 15 |
| MECS2018 | Beyond the Mainstream: Identity and Diversity in Film and TV | This module provides a critical understanding of representations in relation to identity and diversity, focusing on film and television case studies which might be considered 'minority narratives'. This may include critical evaluation of film and television in relation to such issues as BAME, LGBTQ+, women, disabled screenwriters, film-makers, producers and directors and is underpinned by the concept of representation. This module will also investigate the social, historic and political contexts which inform contemporary minority representations in film and television. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|-------------------|-----------------------------------|----------|---------|
| MECS2032 | Gender, Philosophy and Popular Culture | This module will develop an understanding of gender and philosophical debates in relation to popular culture. You will explore various gender theories in relation to popular cultural texts such as magazines, advertising, sports, music, film and Facebook and social media. You will also explore philosophical ideas such as beauty as a virtue and existentialism in relation to gender and popular culture. Students will explore these ideas in relation to representations and stereotypes in media and popular culture. | | S1 | 15 |
| MECS3013 | Green Media | Green Media considers the media's role in relation to environmental concerns and questions how various media forms might be deployed in environmental activism.  The module will consider the representation of environmentalism in press and broadcast news, environmental journalism, 'green film', TV drama, popular music, and 'underground' or internet media. | | S1 | 15 |
| MECS3016 | Commercial Uses of Social Media | Students will analyse and engage with a variety of social media and marketing cultures including twitter, YouTube and professional and social networking sites. This module aims to link theoretical considerations to practical experience in a critically reflective manner. It will also build and further develop ideas introduced on the second year module Social Media MECS2011 | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|-------------------|-----------------------------------|----------|---------|
| MECS3017 | Immersive Media | This module provides the opportunity for students to develop an awareness of screen and immersive technologies and industries, including games, simulations, and animations in relation to the theories associated with AR (augmented reality), VR (Virtual Reality) and XR (experiences on the Extended Reality spectrum including artificial intelligence, the internet of things and robotics). It will begin by outlining the history and practice of immersive media and its principals before considering its potential applications across a range of disciplines and industries. This module will not only focus on immersive experiences but also on its relationship with businesses and its legal, moral and ethical implications. This module will encourage students to think creatively and to reflect critically on immersive media spaces, experiences and technologies. | | S1 | 15 |
| MECS1003 | Gender and Representation | This module introduces students to key concepts in the analysis of gender and social/cultural representation. It takes as its focus the gendered basis of social control as evident in constructions of subjectivity and sexuality. The module provides a good foundation from which to develop interests in representation and gender at levels 5 and 6 and fits into the key areas of texts and representations, and consumption and audiences. For more information please email stephanie.jones@worc.ac.uk | | S2 | 15 |
| MECS1007 | Introduction to Televisual Cultures | This module introduces television – its programmes and production, and how its viewers use and interpret what they see.  In it, you study a range of genres such as news, sport, documentaries and reality television and apply some interesting theories to those. The module also examines on-line communication and considers how this is changing television and television audiences. This will enable you to explore and analyse your own experience of viewing television in a critical context. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| MECS2011 | Social Media | This module investigates various issues relating to Social Media including social and contextual aspects. For example, students can focus on social networking sites, virtual worlds, Twitter or blogs. Students will analyse and engage in Social Media such as blogs, websites and social networking sites. The module builds and develops topics that were introduced in the first year, particularly on MECS1008 Introduction to Internet Cultures.. | | S2 | 15 |
| MECS3004 | TV Times | This module explores a range of key concepts including Orientalism, morality, panopticon, cruel TV, cult TV and flow theory. It builds on previous modules, specifically MECS1007 (Introduction to Television) and MECS2017 (Screening the Nation) developing existing themes whilst also introducing new ideas.Texts studied will include key generic forms such as sitcoms, soap operas, documentaries, makeover programmes, reality shows, news, online and digital media (e.g. Netflix) in relation to television. | | S2 | 15 |
| MECS3008 | War, Democracy and the Media | Does media surveillance in a free and democratic society make it more difficult to fight a war, whether it be just or unjust?  Or does the media become, in war, a means by which governments can manipulate public opinion and negate democracy?  These questions are essential to our present and future.  They have arisen over the course of  one hundred-fifty years of western history in which Britain and the USA have fought numerous wars.  In each the balance between the great social forces of democracy, media technologies and ways of warfare has been different.  This module examines the experience right up to the present in order to clarify the question of the actual and ideal role of media coverage of war in democratic societies. | | S2 | 15 |

## DRAMA

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| DRAM2205 | Theatre & Digital Media | This module explores the use of digital media in live performance. It introduces students to recent developments in this emerging field and explores how video imaging, performance and new media can work together in an interdisciplinary performance practice. Students will be introduced to technical and scenographic skills and to new possibilities for performance practice. They will be encouraged to experiment with various media and performance styles as they explore their own creative response to contemporary mediatised culture. The work of significant practitioners and cultural theorists will be studied and interrogated through theoretical and practice based research. | | S1 | 15 |
| DRAM2209 | Choreography and Performance | This is largely practical module which focuses on the creation of new piece of work. It encourages students to take initiative and apply the theoretical and performative approaches introduced in Level 4 into dance and movement work. Participation in this module embraces a theoretical and practical examination of the materials of dance in relation to other art forms, together with involvement in a small-scale dance production in the role of choreographer and performer. Tutor support is a feature of the workshops in the initial stages of the module, with students gradually becoming more autonomous as they work towards the production. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| DRAM3206 | Theatre & Learning Disability | The module will explore the range of aesthetic, ethical, political, methodological and practical dimensions to approaching theatre and drama work with, for and by people with a learning disability. The module will highlight the contrasting ethical positions of the aesthetic, social and medical approaches. Whilst this module forms a part of the Applied Theatre strand within the course and will be useful for students interested in following a career in Applied Theatre, or education or socially engaged work, it also examines current practice that seeks to develop a more nuanced understanding of the aesthetics of professional learning disability theatre practice. | | S1 | 15 |
| DRAM3207 | Staging Shakespeare Today | This module aims to develop students' critical awareness of the diversity of contemporary Shakespeare production. Attempts to present Shakespeare in 'authentic' original staging conditions will be contrasted with modern radical adaptation. The impact of current directorial and scenographic approaches will be examined and critiqued together with the extent to which the plays can be made to reflect contemporary socio-political issues. The continuing cultural dominance of Shakespeare will be explored in relation to both popular and intellectually elite audiences in a range of different media. | | S1 | 15 |
| DRAM3211 | Writing for Performance | The module will explore and examine various forms of writing for performance with a particular focus of new forms of writing which challenge or interrogate the limits of traditional dramatic structures. Students will explore particular techniques employed by several 20th and 21st century writers - including the use of autobiography, non-linear and interactive structures, different forms of performance presentation radical adaptations of classic plays and opportunities for publication offered by digital technology.<br><br>Students will produce their own creative writing work in response to themes and ideas explored in the module. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| DRAM3214 | Sexuality in Performance | This module introduces students to key issues concerning sexuality in Drama & Performance. It particularly explores the non-heteronormative tendencies present in performance from Shakespeare to the present day. Issues of sexuality will be considered from a range of theoretical, historical, cultural and political perspectives. The students will examine how sexuality is presented differently in various performance practices. It will be of particular interest to students who would like to follow a career in community/applied theatre. It links with other modules in an 'identity' strand; Theatre and Disability and Women in Performance. | | S1 | 15 |
| DRAM1211 | Theatre & Communities | This module explores the ideas, strategies and practices encompassed by the terms 'community theatre' and 'community performance'. The module gives an historical overview of the development of community-related theatre practices and investigates the underlying ideologies in this field of performance. The module also introduces a range of contemporary practices and processes in this field through observation and analysis of the work of a number of key companies/practitioners as well as through developing tutor-supported, practical, community-related performance projects. | | S2 | 15 |
| DRAM2206 | Music Theatre | This module will explore and examine the relationship between music and theatre and push the boundaries of established genres through examining a range of contemporary and traditional productions. The module will explore the ways which music and song can be used as part of the storytelling process through looking at the roles of the performer, the musical director, dramaturg and writer. Students will consider the role of narrative and devising techniques in developing music theatre and will explore different examples from performance, musical theatre, opera and film. Practical sessions will enable students to develop vocal and musical skills. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| DRAM2211 | Playwriting | This module will introduce students to the skills of playwriting. It will explore methods for constructing character, plot and dialogue, whilst exploring questions of structure, rhythm, time and space. It will draw on both classical dramatic structures (e.g. Aristotle, Freytag) as well as a range of current approaches to playwriting (Edgar, Mamet, Waters), and explore recent examples from and developments in the British playwriting scene. | | S2 | 15 |
| DRAM3204 | Site Specific Performance | The module builds on Level 4 and 5 devising work to introduce students to site specific performance through:<br>• an overview of contemporary practice in the field in the UK and elsewhere through the work of specific practitioners;<br>• an examination of the historical influences on the field;<br>• an exploration of the possibilities offered by new technology for site specific work (video, internet, GPS);<br>• a practical exploration of various approaches to creating work on and in response to specific sites;<br>• an examination of the practical, ethical and health and safety issues of working in public or negotiated spaces. | | S2 | 15 |
| DRAM3216 | Professional Practice | This module aims to develop students' understanding of the relationship between drama activity in the academy and the professional theatre context. Weekly lectures will explore various aspects of industry practice including: arts administration, fundraising, marketing, the operation of professional associations and regulatory bodies, touring opportunities for theatre companies, the formulation of artistic policies and UK public and private arts funding. Students will study particularly the practices of existing small scale theatre companies and organisations and apply this understanding to their own projects. | | S2 | 15 |

## PSYCHOLOGY

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| PSYC1437 | Introduction to Studying Psychology | Module details to be confirmed – if you would like more information about this module please email j.nock@worc.ac.uk | | S1 | 15 |
| PSYC2537 | Evolution and Human Behaviour | This module aims to introduce students the role of evolution in human behaviour and psychology, examining a number of areas of psychology that can benefit from an evolutionary perspective. These include social, cognitive, developmental and comparative psychology, as well as anthropology, genetics, paleoarchaeology and primatology. | | S1 | 15 |
| PSYC3613 | Positive Psychology | Historically, psychologists have mainly focused on that which is negative and pathological about humans and their behaviour. In contrast, positive psychology addresses the positive aspects of humans including happiness, personal growth and well-being, and how these can be promoted. Students will engage with key theories, concepts and empirical work in this burgeoning area and will scrutinise and apply the latest research.<br><br>Topics will include gratitude, mindfulness, creativity, 'positive education' and 'positive institutions'. For instance, students will review the concepts of gratitude and mindfulness and how they are promoted through various psychological interventions.<br><br>There will be a focus on critical thinking throughout this module where students are encouraged to critically consider theory, measurement and application of positive psychology constructs.<br><br>This module will also cover the recent and ongoing trends in positive psychology, including the use of positive psychology theory and interventions in educational, health, clinical and occupational settings. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| PSYC3634 | Clinical Psychology | This module aims to introduce students to concepts of psychological ill-health. This will involve addressing both the psychological underpinnings of various mental health conditions and the interventions that are commonly used. | | S1 | 15 |
| PSYC3635 | Coaching Psychology | This module will consider how psychological theory informs coaching practice and examines the use of coaching in a variety of settings including business, sport and personal development. This is an applied module which aims to give students the opportunity to explore a number of coaching techniques. | | S1 | 15 |
| PSYC3638 | Forensic Psychology | This module provides a broad overview of forensic psychology and outlines the application of psychological theory and principles to criminal investigation, criminal behaviour and various legal activities. The module provides students with an understanding of how psychologists can aid the criminal justice system. | | S1 | 15 |
| PSYC3639 | Health Psychology | The module aims to introduce students to the general history, key theoretical approaches, practical applications, and ethical issues of selected psychological approaches to a range of health and health-related questions within the field of Health Psychology. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| PSYC2533 | Individual Differences | The module provides students with an overview of the fundamental issues and main approaches to individual differences. The module will focus on the key assumptions of research on normative and non-normative personality development, self, and self-regulation from a range of perspectives (such as psychometric, psychoanalytical, behavioural, social learning, humanistic-existential-phenomenological, evolutionary, genetic, nature-nurture, and some cutting edge approaches such as discursive), and the paradigm tensions implicit in these.  The module will also focus on the social and policy implications of individual differences in intelligence, in addition to those in health, education, relationships, and occupational choices. Students will be expected to complete a small research study as part of the summative assessment, and thus engage with some aspects of the decision making and accountability of the research process. | | S2 | 15 |
| PSYC2538 | Diversity and Inclusivity in Psychology | This module introduces students to a broader understanding of human psychology. Much of what we know about psychology is based on a small subset of the human species, so this module will explore psychological processes and behaviours across different cultures in the world, highlighting both similarities and differences, and why these are important. In doing so, this module will explore diversity and inclusivity in psychology, such as current issues relating to LGBT, parenting and families, race and gender. | | S2 | 15 |
| PSYC3636 | Counselling Psychology | This module provides students with the opportunity to engage with the application of psychological theory, research and philosophy to the practice of counselling psychology. The module considers the impact of ethical issues relating to client work, and raises student's awareness of how counselling psychologists engage with clients. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| PSYC3637 | Educational Psychology | The module provides students with an opportunity to understand issues regarding the applications of psychology in educational setting, meeting the needs of children of all abilities, including exceptional students, and the role of the educational psychologist. The emphasis will be on evidence based practice and interventions in educational settings. The learning and teaching activities of the module reflect the more advanced nature of the module (e.g. students will be required to complete significant amounts of self-directed reading; lectures will act as signposts to key issues). | | S2 | 15 |
| PSYC3645 | Applied Sports Psychology | This module aims to introduce students to the foundations and theoretical underpinnings of counselling psychology with a specific emphasis on applying these skills in a sport and exercise environment. Students will develop an awareness of the influence of psychological theory in counselling practice and will be able to employ this throughout the module in practical activity opportunities and via assessment at the end of the module. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| PSYC3651 | Cyberpsychology | As we are living more and more of our lives in the online environment it becomes increasingly important to consider the social and psychological implications of this. This module will explore topics such as whether individuals behave differently online than offline, how we develop an online identity, and how social media use can affect interpersonal relationships and mental health.<br><br>The module will encourage students to think critically about theory, application and research methods in Cyberpsychology, including the use of 'Big Data'.<br><br>Students will be encouraged to be self-reflective in their own online lives and use their personal experiences to explore theory and research in this area.<br><br>This module will provide current trends in research with a specific focus on ethical implications of research and practice in this area.<br><br>Delivery of this module will be a combination of face-to-face and online teaching. 6 out of the 12 sessions will be blended learning (a combination of face-to-face lectures and online learning); the remaining 6 sessions will be delivered online only.  Every session will be supported by an 'online learning journey' that gives explicit guidance on directed learning. |  | S2 | 15 |

## SOCIAL WORK

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| FDHS2204E1 | Reviewing Academic Literature in Health and Social Care | Students come from a wide variety of work and placement settings; this module is an opportunity for the student to select a topic that increases their knowledge in an area that is of particular interest and relevance to their work place or placement. | | S1 | 15 |
| | | | | | |
| SOWK1001E1 | Context of Practice | This module will provide students with an understanding of the social policy context in which social work operates and the development of social work as a profession. Students will learn about the needs and issues service users may present with and explore the social work role in responding to these. | | S1 | 15 |

## EDUCATION STUDIES

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| EDST2101E1 | Educational Enquiry | This module supports students' engagement with the theory and practice of educational research. The module introduces students to the key philosophical and theoretical debates around the nature of knowledge, the use of research to inform policy and practice, and the conducting and interpretation of research. The module builds on this by supporting students to find literature appropriate to their own chosen area of research. | | S1 | 15 |
| EDST2104E1 | The Psychology of Learning and Teaching | Psychology is an integral aspect to effective learning and teaching. Over the past hundred years, the study of psychology has developed in relation to education through a range of theories and perspectives. This module enables the student to evaluate the contribution of such theories to education in the 21st Century, while similarly considering their practical application within a range of educational contexts and settings. | | S1 | 15 |
| EDST2111E | From Exclusion to Inclusion | This module creates an opportunity for students exploration of developments in inclusive education for individuals with 'special education needs' and/or disabilities. The module develops understanding of the historical and social context of 'mainstreaming' in schools (since the Second World War) and examines the complex picture of policy and practice seen today. The module encourages students to further develop critical thinking skills and information search, evaluation and reporting. Skills include developing criticality, critical use of sources of evidence (e.g quantitative and qualitative data) working in teams, researching individually, developing an academic writing voice. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| EDST2141 | Equality and Diversity in the Lifelong Learning Sector | The learning activities within this module are designed to draw upon and analyse the experiences of students in the lifelong learning/post-compulsory sector.  They address the subject of inclusivity and the need to be aware of those with differing learning needs.  The module will enable students to develop a range of teaching and learning strategies and improve their provision for those with special education needs including those for whom English is an additional language, those with specific educational issues such as dyslexia, ADHD and autism.  The approaches advocated will help students to generate and sustain a culture of open access, widening participation, effective learning and personal support for learners. | | S1 | 15 |
| EDST2142 | Mentoring and Coaching within Education | The process of mentoring is to facilitate, support, and encourage individuals to manage their own learning to achieve their full potential, enhance their skill set and improve their performance. The process of coaching is the development of a specific personal or professional competence, result, or goal. Both mentoring and coaching skills are implicit within graduate employment, whereby the graduate is likely to have responsibility for others. This is particularly true in the education sector. Within this module, the symbiotic relationship of the mentor and learner is explored through a thematic, practical approach based on sound theory, to mentor other students at an earlier stage of study. Within the module there is a practical basis of mentoring and coaching peers. | | S1 | 15 |
| EDST3114 | Disaffection in Education | The module provides an opportunity for students to study disaffection from school and the associated social exclusion. A wide range of explanations and analyses are considered and applied. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| EDST3115 | Citizenship and Education | In this module you will explore what the term 'citizenship' means in the context of current political and educational thinking and provision, both nationally and internationally. You will explore the idea of 'global citizenship' as it applies to educational communities. You will critically consider the way in which the National Curriculum seeks to deliver such values and ideas. | | S1 | 15 |
| EDST3119 | Relationships in Education | The aim of this module is to provide an understanding of the social context of education. Through the exploration of some of the factors that impact upon the pupil, students will develop an appreciation of the interactive processes between individuals, the educational setting and wider society.<br><br>The approach is developmental, drawing on the student's own expertise and the identification of strategies and skills that can be applied in educative situations. Students will deepen their understanding of human relationships and develop the ability to apply theoretical perspectives to their own experience via activities such as observation tasks that will be shared and critically discussed in seminars. | | S1 | 15 |
| EDST3126 | Organising Teaching and Learning | This module is primarily concerned with philosophical, sociological and political influences on education. We examine these in regards to the curriculum, creativity, the educational environment and related aspects such as the role of values. We also address the impacts of such issues on the organisation, educators and what these mean for those accessing education. In addition, there is some emphasis on professional reflection and evaluation in the context of your personal educational philosophy and it's potential relationship to practise | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| EDST3128 | Extension Module | This role of this extension module is to allow students to develop work they have encountered in one of the subject option modules further and in greater depth.<br><br>Students will be allowed to take the extension module if they meet three requirements: they must achieve an overall grade of C or above in the 'base' module, they must submit a rationale for the further study prior to the start of the module, and the tutor of the 'base' module must agree the suitability of the task proposed.  The achievement of at least grade C is required as an indication that the student has sufficient grasp of, and can work relatively independently on, the chosen material.  To ensure equity, the specifications for this extension module are broadly equivalent to the extension modules in other UMS Fields. | | S1 | 15 |
| EDST3141 | Equality and Diversity in Adult Education | The learning activities within this module are designed to draw upon and analyse the experiences of those interested in adult education. They address the subject of inclusivity and the need to be aware of those with differing learning needs. The module will enable students to develop a range of teaching and learning strategies and  to  reflect on provision for  those  with  special education needs including those  for  whom English is  an additional language, those with specific educational issues such as  dyslexia,  ADHD and autism.  In addition, this module addresses the diverse needs of the differing minorities in society and considers the main strands of social division such as race, class, gender, sexuality and religion. The approaches advocated will help students to identify the distinguishing features of a culture of open access, widening participation, effective learning and personal support for learners. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| EDST3142 | Mentoring and Coaching within Education | The process of mentoring is to facilitate, support, and encourage individuals to manage their own learning to achieve their full potential, enhance their skill set and improve their performance. The process of coaching is the development of a specific personal or professional competence, result, or goal. Both mentoring and coaching skills are implicit within graduate employment, whereby the graduate is likely to have responsibility for others. This is particularly true in the education sector. Within this module, the symbiotic relationship of the mentor and learner is explored through a thematic, practical approach based on sound theory, to mentor other students at an earlier stage of study. Within the module there is a practical basis of mentoring and coaching peers. | | S1 | 15 |
| EDST1108 | Inner City Education | This module focuses upon the inner-city and other areas which share similar characteristic of social deprivation. The main aim is to encourage students to analyse characteristics of deprived areas and to suggest how these might relate to the educational progress of individuals. Students will also analyse current educational initiatives, policies and legislation in order to assess their effectiveness and to identify implications for schools. The intention is for students to develop coherent strategies for identifying and responding to underachievement in schools in deprived areas. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| EDST2121 | Radical Education | This module aims to broaden students' critical awareness and understanding of the purposes and processes of education. Mainstream educational approaches have been remarkably resilient to change.  Much teaching and learning still takes place in schools in standard type classrooms and is led and organised by teachers guided by government policy. There are other forms of education and knowledge production and this module seeks to offer students the chance to critically explore some of these alternatives. Students are offered the chance to shape the module for themselves in terms of its content, structure and assessment requirements. | | S2 | 15 |
| EDST2130 | Crossing borders: Working Internationally and Collaboratively to Explore Personal Responses to Educational Practice | TO BE CONFIRMED – module waiting validation | | S2 | 15 |
| EDST3112 | Policy Making: The Search for Solutions in Education | The module provides an opportunity for students to study the impact of governmental policy on education, and to explore the process by which policy is formulated and implemented. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| EDST3118 | Values in Education | Educational values and values positions are necessarily involved in choosing or commending one course of action from a range of possible alternatives and will be the starting point of this module.  Particular values and their justification will be examined.  Students will explore, through discussion and assignments, the potential ways in which the values held by individuals, groups and institutions impact on educational content, provision and practice.  Key educational concepts and their underpinnings will be analysed.<br>A range of learning approaches are employed within the module including lectures, seminars discussion, group work, case studies, presentations and individual tutorials.  A clear focus on assessment requirements is maintained throughout the course. |  | S2 | 15 |
| EDST3127 | Critical Perspectives on 'Special Educational Needs' | The module investigates the concept of `special educational needs'/'additional needs' rather than taking it 'for granted'. You will be encouraged to adopt critical and reflective approaches, considering `SEN D' from differing perspectives. We will look at the impact of the ways people think and have thought about 'SEN'. We will use sociological, psychological, philosophical and historical ideas to help us. The most important thing is to try to look at 'SEN D' from different angles and  be open to considering a range of different ideas and possible effects of these ideas. |  | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| EDST3128 | Extension Module | This role of this extension module is to allow students to develop work they have encountered in one of the subject option modules further and in greater depth.<br><br>Students will be allowed to take the extension module if they meet three requirements: they must achieve an overall grade of C or above in the 'base' module, they must submit a rationale for the further study prior to the start of the module, and the tutor of the 'base' module must agree the suitability of the task proposed. The achievement of at least grade C is required as an indication that the student has sufficient grasp of, and can work relatively independently on, the chosen material. To ensure equity, the specifications for this extension module are broadly equivalent to the extension modules in other UMS Fields. | | S2 | 15 |

## PRIMARY AND OUTDOOR EDUCATION

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| OUED2002 | Teaching and Learning in the Outdoors | This module considers the theory, skills and approaches used for facilitating and reviewing learning in the outdoors with primary age children. This module is designed to provide an understanding of facilitating learning in the outdoors, and the effective management of reviews to enhance children's learning. Facilitation and reviewing skills form a base for effective professional practice when working with groups and individuals in the outdoors. Students will apply learning and teaching theories to address the needs of primary age children in a range of outdoor activities. | | S1 | 15 |
| OUED3005 | Contemporary Issues in Outdoor Learning | This module examines contemporary issues and debates in outdoor learning literature and encourages students to investigate the various standpoints in order to gauge their own position on a contemporary issue. The module seeks to develop a critical understanding of current issues within outdoor learning related to primary school aged children, by providing the opportunity to examine aspects of theory and practice and to explore a number of current issues. The module is based around research informed teaching and requires students to identify areas of discourse within the literature, to consider the arguments and develop an evidence-based position on an issue of their choice. | | S1 | 15 |
| POED2003 | Wider Professional Practice | Wider Professional Practice provides the opportunity for students to arrange their own outdoor education placement in a non-formal educational setting and to reflect upon the impact that such provision has on children's learning and development. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| POED3004 | Creative Learning in the Outdoor Environment | Much of outdoor education with primary aged children engages the imagination and the creative abilities of children. This module combines classroom and practical sessions to consider the potential of creative learning in the outdoors, and to explore techniques and locations used for creative play outdoors. | | S1 | 15 |
| OUED2003 | Planning and Preparation for Outdoor Learning | This module provides an opportunity for students to identify and develop skills and experiences in readiness for teaching outdoors. Consequently the assessment will vary according to the options undertaken by each student but will be based on a developing portfolio of reflection and evidence. | | S2 | 15 |
| POED2001 | Research in Education | This module introduces final year students to Research in Education. The module seeks to address both the understanding and reading of research in education and the designing and subsequent undertaking of research in the classroom.<br>This module is closely linked to the students independent study and thus provides a strong overview of methods in educational research together with tolls in finding, analysing and critiquing research studies. This module will also promote student' ability to critically analyse and evaluate research knowledge and skills. | | S2 | 15 |

**SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION**

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| SEND2002 | Global Perspectives and SEND | Beliefs about the idea of SEND and provision for learners identified as having SEND vary across countries, cultures and contexts as well as through time. This module explores some of the major discussions and trends in international policies and practices in the field as well as exploring beliefs, policies and practices specific to a varied sample of particular contexts. | | S1 | 15 |
| SEND3005 | Assistive Technology in Practice | This module introduces students to the range of assistive, adaptive and rehabilitative technology associated with SEN, disability and inclusion; it provides an opportunity to explore associated issues surrounding their use and access arrangements. In addition students will be encouraged to identify, review and evaluate materials, devices, aids, systems and programmes that support communication, sensory and motor development by improving access to education and learning. | | S1 | 15 |
| SEND3006 | Concepts of Social, Emotional and Mental Health in Special Educational Needs and Disability | Module details to be confirmed – if you would like more information about this module please email j.nock@worc.ac.uk | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| SEND3004 | Identity, Inclusion and Social Justice | This module encourages the exploration of current issues in practice and policy developments from the perspective of the individual. It includes the study of wider issues around personal identity and inclusion in society, including representation, marginalisation and empowerment; in addition it enables students to study social and cultural constructions of the self. A breadth of issues relating to social justice will be explored, from a range of isms and phobias (Cole 2008) which can include classism, ageism, racism/xeno-racism and xenophobia, sexism/genderism, disablism, homophobia, transphobia and Islamophobia.  These are not discrete areas, and the interplay between facets of identify (e.g. age, sex, class and "race") of individuals will be explored. | | S2 | 15 |

**EARLY CHILDHOOD**

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| ECPP3103 | Developmental Play | This module will address the developmental significance of play within childhood.  It will examine the nature and concept of play in terms of adult perception and environmental considerations.  The definition of play will be examined and theoretical and philosophical approaches to play explored.  Students will have the opportunity to critically reflect on experiences of observing play contexts and how practitioners can support quality play provision.  Students will be required to understand the 'place' of play and consider how it relates to the development of the whole child. | | S1 | 15 |
| ECPP2105 | The Impact of Adverse Life Experiences | This module explores what families are likely to experience when they encounter adverse life events.  These events may include situations such as family breakdown, homelessness, the death of a relative or friend, abuse, imprisonment and serious illness or injury. | | S2 | 15 |

## SPORT

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|-------------------|-----------------------------------|----------|---------|
| SPRT1013 | Physical Activity, Exercise and Health | The steady growth of exercise and physical activity for health industry is continuing as the government strives to combat the increasing health costs related to an aging population demographic, obesity and hypokinetic diseases such as coronary heart disease. This module prepares students for further study into this area by introducing them to the exercise and health relationship, the underpinning epidemiology and related government policy. The module experience is enhanced by health based practical work. | | S1 | 15 |
| SPRT1027 | Adapted Physical Activity, Sport and Disability | This module enables the student to identify information and concepts associated with working with people with a disability in sporting situations. The teaching and coaching methods that can be employed with people with a disability will be explored during the module. The module will allow students to formulate appropriate responses and adaptations when working with people with disabilities in sporting situations. | | S1 | 15 |
| SPRT1036 | Sports Coaching Intrapersonal Skills | Intrapersonal skills (identity, values, beliefs, leadership styles, mind-set, reflection, autonomy and learning) are fundamental to the continual development of sports coaches. This module aims to identify and develop personal skills and knowledge that relate to coaching and personal development.<br><br>This module explores different sets of knowledge and allows learners to self-analyse, reflect and develop personal action plans. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT1039 | Dance and Gymnastics in Primary Schools | This module aims to develop students' knowledge, skills, and understanding of gymnastics and dance with a focus on the expectations of Primary Physical Education. It is a practical module with a strong emphasis on improving skill set and developing an understanding of teaching these skills. It aims to, extend subject knowledge; improve competence in performance; and develop the ability to recognise good practice when observing and analysing movement.  Key pedagogical principles will be explored and applied through the progressive practice of skilful body management, encouraging the development of students as knowledgeable, reflective practitioners. | | S1 | 15 |
| SPRT1043 | Physical Activity, Health and Games | The increased focus of children's and young people's health within schools is continuing as the government strives to combat the increasing health costs related to obesity, mental health and well-being and hypokinetic diseases such as diabetes. This module prepares students for further study into this area by introducing them to the role of physical activity and school sport to address health related challenges in schools. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT2015 | Sponsorship and Fundraising | All sport organisations must consider the issue of income. Whilst for commercial organisations, a key source of income comes from profit generated through sales of goods and services, for organisations operating in the public and voluntary sector, their funding streams can be more varied and complex. The implication is that sport organisations need to constantly secure and seek out new sources of funds, with the private sector also seeking new ways to maximise income, particularly through sponsorship.<br><br>The aim of this module is to develop a students' skill in designing strategies for securing additional income streams, in order to ensure the sport organisation's future viability.  It looks at the key principles of sponsorship and fundraising and how strategies and actions can be developed to access different funding streams. | | S1 | 15 |
| SPRT2056 | Sports Coaching Interpersonal Skills | Interpersonal skills (social context, relationships with key others, communication, active listening and questioning, athlete and parent management, personal conduct, mentoring, coaching methodology) are fundamental to the continual development of sports coaches.<br><br>This module aims to identify and develop personal skills and knowledge that relate to coaching and personal development.This module explores different sets of knowledge and allows learners to self-analyse, reflect and develop personal action plans in relation to working with others. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT2062 | Teaching Gymnastics in Secondary Schools | This module is concerned with developing students' knowledge, skills and understanding of gymnastics to enable them to teach these areas of activity effectively. It is essentially a practically based module with an emphasis on improving understanding of teaching through applied practice. It is highly recommended for students wishing to pursue a career in teaching. | | S1 | 15 |
| SPRT2071 | Sport Tourism and Event Management | Tourism is now the world's largest industry, used by people travelling for recreation or business, both can relate to sport. This module explores the growth and key components of sport tourism, paying attention to sport event tourism. It will show the market opportunities which exist to design services and products to meet customer needs, in relation to travel, accommodation and event experience. It pays particular attention to the trend whereby the event capacity to attract people can far exceed stadium capacity, as people can visit the destination and watch the sport event remotely, in a fan park or bar. | | S1 | 15 |
| SPRT3013 | Consultancy in Applied Sport and Exercise Psychology | This module develops an applied knowledge of psychological constructs associated with psychological skills training (PST) in sport and exercise. It encompasses a critical analysis of the use and effectiveness of psychological skills training and enables students to develop consultancy skills with sport or exercise participants. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT3026 | The Developing Child in Sport | This module explores the way in which children acquire and develop psychomotor skills during childhood, through physical activity and sport. The broad themes of Physical Development, Phases of Motor Development, Cognitive and Social Development will be examined both theoretically and through practical activities.  Observational methods will be used to explore these themes and enable students to design, collect and evaluate developmental evidence when working with children. Students will have the opportunity to apply theory to practice by working directly with children in a regional school, for the investigation, observation and recording of children's physical characteristics, movement patterns and social behaviour. | | S1 | 15 |
| SPRT3028 | International Sport Development and Volunteering | Sport has grown as a tool in international development, education and aid projects. This is manifested in a variety of forms, ranging from the growth in voluntary work, social tourism, gap years (for both students and increasingly people in work), and charity fund raising events.   This growth, however, can often take place in destinations where the natural environment, the cultural setting and the political context can be far more challenging in comparison with sport development projects in the UK.<br><br>This module addresses the challenges that the growth in volunteerism for sport related projects poses, whether this is for establishing a grass roots sport development/educational scheme for a poor, remote rural village in Africa, or a fundraising charity event  taking place on a mountain in Asia.  It will therefore seek to develop the knowledge and skills necessary to recognise and manage these many issues and challenges involved with this quickly expanding sector of the sport industry. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT3049 | Strategic Sport Marketing | The nature of sport has led many to believe that products and services in this context are naturally attractive and therefore tend to generally satisfy the needs of consumers. However, an outdated perspective such as this does not adequately account for the evolving needs of consumers and the tremendous levels of competitiveness in the sport industry. Marketing is also sometimes misunderstood as simply being about selling and advertising. However, successful marketing strategies continually seek to better understand consumer preferences and then attempt to design/modify products and services to meet those needs. As such, marketing strategies should involve market research, product/service design and development, pricing, environmental scanning, and strategic communication to potential consumers of the product/service. | | S1 | 15 |
| SPRT1013 | Physical Activity, Exercise and Health | The steady growth of exercise and physical activity for health industry is continuing as the government strives to combat the increasing health costs related to an aging population demographic, obesity and hypokinetic diseases such as coronary heart disease. This module prepares students for further study into this area by introducing them to the exercise and health relationship, the underpinning epidemiology and related government policy. The module experience is enhanced by health based practical work. | | S2 | 15 |
| SPRT1027 | Adapted Physical Activity, Sport and Disability | This module enables the student to identify information and concepts associated with working with people with a disability in sporting situations. The teaching and coaching methods that can be employed with people with a disability will be explored during the module. The module will allow students to formulate appropriate responses and adaptations when working with people with disabilities in sporting situations. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT1039 | Dance and Gymnastics in Primary Schools | This module aims to develop students' knowledge, skills, and understanding of gymnastics and dance with a focus on the expectations of Primary Physical Education. It is a practical module with a strong emphasis on improving skill set and developing an understanding of teaching these skills. It aims to, extend subject knowledge; improve competence in performance; and develop the ability to recognise good practice when observing and analysing movement.  Key pedagogical principles will be explored and applied through the progressive practice of skilful body management, encouraging the development of students as knowledgeable, reflective practitioners. | | S2 | 15 |
| SPRT1042 | OAA in the Curriculum | This module aims to increase student's awareness of outdoor and adventurous activities within the PE curriculum. Students will gain an understanding of onsite and offsite activities and experiences relevant to both educational and recreational aims of outdoor and adventurous activities. Furthermore, the module will explore a range of external providers, the importance of effective safety management and relevant accreditations from a curriculum perspective. | | S2 | 15 |
| SPRT3007 | Limits to Human Performance | Students will consider the limiting factors of performance from a multi and inter-disciplinary perspective. Theoretical consideration of the multi-faceted nature of fatigue will enhance their understanding of sports performance and enable them to identify scientific interventions to improve athletic performance. Students will also be asked to consider how sport and exercise science can be applied to reduce the limits of athletic performance. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT3008 | Sport Strategy in Action | There is a need for future managers to be both familiar with the variety of strategic related documentation, together with having the ability to develop such documents themselves. This module examines a wide variety of strategic planning techniques, databases and issues in order to understand the strategic planning process. It initially focuses on examining the wide variety of strategic documentation that is produced for different purposes, such as public policy, organisational audits, business plans and strategy plans. It later looks at how data can be generated in order to help identify future threats and opportunities which the sport organisation must attempt to manage in order to ensure their medium to long term viability. This module aims to give students the skills to both analyse strategic documents and produce them. | | S2 | 15 |
| SPRT3009 | Group Dynamics in Sport | This module explores the factors underpinning group dynamics in a sports setting. Students will critically reflect on the development of a team in a selected sport. The purpose of the module is to equip students with a critical understanding of the theoretical principles and practical techniques associated with group dynamics in sport. The module explores key aspects of group dynamics such as, group development, the group environment, group structure, team cohesion, team processes and leadership. The module provides students with the knowledge and skills to research and reflect on factors affecting sport team development, cohesion and success. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| SPRT3015 | Physiological Support of the Elite Athlete | This module considers the issues important to the provision of physiological support to athletes training and competing in a range of different environments. It considers the impact of various environmental stressors on human performance and strategies that can be implemented to minimise their negative effects. This module allows students to consider the practical application of exercise physiology theory to the support of athletes in a range of training and competition situations. Emphasis is placed on the physiological effects of various environmental stressors and the formulation of guidelines and interventions designed to minimise any negative effects on human performance. | | S2 | 15 |
| SPRT3026 | The Developing Child in Sport | This module explores the way in which children acquire and develop psychomotor skills during childhood, through physical activity and sport. The broad themes of Physical Development, Phases of Motor Development, Cognitive and Social Development will be examined both theoretically and through practical activities.  Observational methods will be used to explore these themes and enable students to design, collect and evaluate developmental evidence when working with children. Students will have the opportunity to apply theory to practice by working directly with children in a regional school, for the investigation, observation and recording of children's physical characteristics, movement patterns and social behaviour. | | S2 | 15 |

## LANGUAGES

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| LANG1002 | Improving English Usage and Style in Academic Writing | This module is for undergraduate students; native speakers of English and non-native speakers of English at a high Advanced/Proficiency level who want to improve the quality and accuracy of their English. It will raise students' awareness of British academic writing style, and different text types and structure, enabling them to more effectively approach different types of written assessment. It also provides training in a range of study skills required at undergraduate level and strengthens the development of effective learning strategies and learner independence. Students will be introduced to key grammatical knowledge and terminology, and correct use of punctuation. The module will examine the differences between essay and report structure, and focus on the procedure of draft development. It will teach students how to write coherently and cohesively, and develop students' knowledge of writing skills such as summarising, paraphrasing and synthesising.  The module will also develop students' awareness of personal presentation skills. A high standard of English and the ability to present one's self effectively through language use enhances a student's employability. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|------------------------------------|----------|---------|
| LANG1003 | Improving English Usage and Style in Academic Writing (for non-native speakers of English) | This module is for undergraduate students; non-native speakers of English at a high Advanced/Proficiency level who want to improve the quality and accuracy of their written academic English. It will raise students' awareness of British academic writing style, and different text types and structure, enabling them to more effectively approach different types of written assessment. It also provides training in a range of study skills required at undergraduate level and strengthens the development of effective learning strategies and learner independence. Students will be introduced to key grammatical knowledge and terminology, and correct use of punctuation. The module will examine the differences between essay and report structure, and focus on the procedure of draft development. It will teach students how to write coherently and cohesively, and develop students' knowledge of writing skills such as summarising, paraphrasing and synthesising.  The module will also develop students' awareness of personal presentation skills. A high standard of English and the ability to present one's self effectively through language use enhances a student's employability. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| LANG1012 | Introduction to Teaching English as a Foreign Language (Language Awareness) | Students will examine the role of TEFL in a global context. They will be introduced to the historical development of a range of theoretical approaches to TEFL. They will explore the different types of learner and learning situations, including discussion of the terminology used to describe these e.g. EAP, ESP etc. Students will explore the relationship between learners' linguistic and cultural backgrounds and the English learning process. The essential features of the English language will be examined and students will be required to discuss concepts such as meaning, form and function. Students will study practical examples of the main features of English lexis, grammar, phonology as they apply in a TEFL context. Through observation of qualified TEFL teachers and participation in practical activities, students will recognise and evaluate key aspects of TEFL methodology. Students will gain skills in observation and critical reflection that can be applied in any learning situation. | | S1 | 15 |
| LANG1210 | French Stage 1 | This module introduces the basics of the French language for those of you who have never studied French before. You will develop reading, writing, speaking and listening skills in French. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| LANG1230 | German Stage 1 | This module introduces the basics of the German language for those of you who have never studied German before. You will develop reading, writing, speaking and listening skills in German. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. | | S1 | 15 |
| LANG1250 | Spanish Stage 1 | This module introduces the basics of the Spanish language for those of you who have never studied Spanish before.<br><br>You will develop your reading, writing, speaking and listening skills in Spanish, with the focus on oral communication. The development of communicative language skills is set in the context of situations and tasks facing a visitor to the country. The module also gives an interesting insight into the culture of Spanish-speaking countries.<br><br>The module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| LANG1290 | Japanese Stage 1 | This module introduces the basics of the Japanese language for those of you who have never studied Japanese before. You will develop reading, writing, speaking and listening skills in Japanese. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. If you have done some Japanese before, then you should take module LANG1320 Japanese Stage 2 in semester 2. | | S1 | 15 |
| LANG1310 | Italian Stage 1 | This module introduces the basics of the Italian language for those of you who have never studied Italian before. You will develop reading, writing, speaking and listening skills in Italian. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. If you have done some Italian before, then you should take module LANG1320 Italian Stage 2 in semester 2. | | S1 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| LANG1002 | Improving English Usage and Style in Academic Writing | This module is for undergraduate students; native speakers of English and non-native speakers of English at a high Advanced/Proficiency level who want to improve the quality and accuracy of their English. It will raise students' awareness of British academic writing style, and different text types and structure, enabling them to more effectively approach different types of written assessment. It also provides training in a range of study skills required at undergraduate level and strengthens the development of effective learning strategies and learner independence. Students will be introduced to key grammatical knowledge and terminology, and correct use of punctuation. The module will examine the differences between essay and report structure, and focus on the procedure of draft development. It will teach students how to write coherently and cohesively, and develop students' knowledge of writing skills such as summarising, paraphrasing and synthesising.  The module will also develop students' awareness of personal presentation skills. A high standard of English and the ability to present one's self effectively through language use enhances a student's employability. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| LANG1003 | Improving English Usage and Style in Academic Writing (for non-native speakers of English) | This module is for undergraduate students; non-native speakers of English at a high Advanced/Proficiency level who want to improve the quality and accuracy of their written academic English. It will raise students' awareness of British academic writing style, and different text types and structure, enabling them to more effectively approach different types of written assessment. It also provides training in a range of study skills required at undergraduate level and strengthens the development of effective learning strategies and learner independence. Students will be introduced to key grammatical knowledge and terminology, and correct use of punctuation. The module will examine the differences between essay and report structure, and focus on the procedure of draft development. It will teach students how to write coherently and cohesively, and develop students' knowledge of writing skills such as summarising, paraphrasing and synthesising.  The module will also develop students' awareness of personal presentation skills. A high standard of English and the ability to present one's self effectively through language use enhances a student's employability. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| LANG1013 | Introduction to Teaching English as a Foreign Language (Teaching Skills) | This module is recommended if you wish to proceed to a qualification in TEFL (CELTA) by taking LANG 2011 at L5. This module will focus on three key areas as preparation for LANG2011: <br> 1) Language awareness: To raise general awareness of the basic concepts and terminology used in ELT to discuss language form and use. To identify grammar, lexis and phonology systems to enable candidates to complete the centre's pre-course task. <br> 2) Teaching awareness: introduction to current approaches and methods used in second language teaching to provide a foundation for practical tasks introduced in LANG2011. <br> 3) Collaborative and communicative tasks: to develop communication skills and team building skills as required by Cambridge Language Assessment <br> This module also serves as a method of candidate selection for LANG2011 (CELTA). <br> The module develops students' level of language awareness concerned with the main characteristics of TEFL teaching e.g. lexical, grammatical and phonological. Throughout this module this understanding of the main elements of the English language will be closely linked to the pedagogical implications for teaching purposes in a TEFL setting. The focus is on students being able to understand and then explain key language concepts to non-native learners of English. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|--------------------|-----------------------------------|----------|---------|
| LANG1210 | French Stage 1 | This module introduces the basics of the French language for those of you who have never studied French before. You will develop reading, writing, speaking and listening skills in French. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. | | S2 | 15 |
| LANG1230 | German Stage 1 | This module introduces the basics of the German language for those of you who have never studied German before. You will develop reading, writing, speaking and listening skills in German. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|------|-------|-------------------|-----------------------------------|----------|---------|
| LANG1250 | Spanish Stage 1 | This module introduces the basics of the Spanish language for those of you who have never studied Spanish before.<br><br>You will develop your reading, writing, speaking and listening skills in Spanish, with the focus on oral communication. The development of communicative language skills is set in the context of situations and tasks facing a visitor to the country. The module also gives an interesting insight into the culture of Spanish-speaking countries.<br><br>The module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. | | S2 | 15 |
| LANG1290 | Japanese Stage 1 | This module introduces the basics of the Japanese language for those of you who have never studied Japanese before. You will develop reading, writing, speaking and listening skills in Japanese. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. If you have done some Japanese before, then you should take module LANG1320 Japanese Stage 2 in semester 2. | | S2 | 15 |

| Code | Title | Module Description | Pre-existing Knowledge Requirement | Semester | Credits |
|---|---|---|---|---|---|
| LANG1310 | Italian Stage 1 | This module introduces the basics of the Italian language for those of you who have never studied Italian before. You will develop reading, writing, speaking and listening skills in Italian. This module is taught in a lively, communicative way and you will be expected to participate in pair and group work activities. You will also work independently outside the taught sessions and extend your language learning skills through the development of a portfolio of coursework. If you have done some Italian before, then you should take module LANG1320 Italian Stage 2 in semester 2. | | S2 | 15 |