SECTION 2

Module Details

BAM 1012 **BUSINESS ECONOMICS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain the main economic processes involved in resource allocation in a market economy and apply the main principles of economic analysis;
(2) identify and explain the principle determinants of business revenue and business costs and analyse their inter-relationship;
(3) explain the nature and functioning of different market structures and analyse the behaviour of business organisations within these different markets;
(4) employ appropriate economic analysis to analyse the economic and welfare implications of different forms of market behaviour and of policies designed to influence such behaviour;
(5) outline the evolution and principles of economic management and analyse the macro economic environment within which businesses operate.

Content:

Models of resource allocation: theories of price determination and market behaviour: basic microeconomic concepts involved in the supply and demand model including static and dynamic equilibrium. Markets for goods and factors.
Theories of consumer demand including analysis of demand elasticities: demand and business revenue. The theory of business costs especially scale/cost relationships. Business motivation and equilibrium analysis.
The theory of the firm: different market structures and the competitive process especially the analysis of imperfect competition. Cost, output and profit outcomes under different market structures. Alternative theories of the firm.
Elementary welfare economics and policy issues: e.g. competition policy, privatisation and regulation, the problem of externalities.
Contemporary economic management: the changing role of government, policies towards growth, inflation, unemployment and the balance of payments, the impact of policy on the business sector and economic management of the business environment.

Learning and Teaching:

The module will be delivered with a core of weekly lectures supported by weekly small group tutorials. In tutorials all students in the group will be expected to discuss questions issued in advance based on common set reading.

Method	Student Contact Hours	Number of Groups
Lecture	20	1
Tutorial	18	8
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seminar Presentation Report	1 x 2000 words	40%	sem 1 or 2
Assessed essay	2 x 1500 words	30% each	One in sem 1 and sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a seminar presentation and an essay of 1250 words.

BAM1022 **MANAGEMENT AND ORGANISATIONAL BEHAVIOUR**

Credit value: 20
Semester(s) offered: 1 & 2

Objectives:

On successful completion of the module, students will be able to:

(1) analyse the nature of organisations, their environments and structures
(2) outline and evaluate the development of management theory and practice
(3) explain the roles, responsibilities and purposes of the different management specialisms in organisations
(4) evaluate the processes involved in the management of people and change in organisations
(5) explain the structures and demonstrate processes involved in communication, decision-making and conflict in organisations

Content:

The nature of organisations and their environment. Classical and contingency approaches to the design of organisations. The development of management theory.
Functional specialisms in management. Organisational behaviour: leadership, motivation, group formation and behaviour, teams, communication structures and processes, decision-making, conflict, change.

Learning and Teaching:

The module will be delivered by a series of lectures and small group tutorials in Semester 1. In Semester 2 a core lecture programme will also be delivered and students will be organised in seminar groups. Within each group, sub-groups will be formed to present a seminar paper. This structure is designed to develop students' group working skills, communication and presentation skills.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	20	1
Tutorials	18	8
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen exam	1 x 2 hours	50%	end of sem 1
Assessed Essay	2 x 1500 words	50%	during & end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an assessed essay of 3000 words.

BAM 1032 **FINANCE FOR BUSINESS & MANAGEMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) distinguish in legal and financial terms between a sole trader, a partnership, a private limited company, and a public limited company;
(2) analyse the nature of the different sources of finance available to business organisations, and the rewards and costs associated with each;
(3) prepare and interpret a range of simple financial accounting statements;
(4) analyse the reaction of costs and profits to changes in the volume of activity within a business;
(5) analyse and calculate the elements of cost incurred in producing a product or completing a job;
(6) explain the nature of and the terminology related to a range of financial markets;
(7) complete simple calculations relating to the pricing of a range of financial securities;
(8) use a computer spreadsheet to prepare relevant financial statements.

Content:

Forms of business: sole trader, partnership, private and limited companies. The nature of equity and debt finance. Cash flow forecasts, simple profit & loss accounts, the accounting equation, the nature of profit, simple balance sheets. Cost behaviour, break-even analysis, break-even charts, marginal cost statements. Total unit costs, simple absorption costing. Introduction to financial markets. Introduction to asset pricing. Using spreadsheets.

Learning and Teaching:

The module will be delivered via a series of weekly one-hour whole-group interactive lectures supported by weekly one-hour small group tutorial / workshop sessions. Questions / exercises will be set at each lecture meeting for students to complete before the associated small group session. Students will be provided with, and /or directed to, relevant reading and additional questions / exercises to support their progress through the module material. Additional workshop time will be provided for students needing extra practice with a computer spreadsheet.

Method	Student Contact Hours	Number of Groups
Lecture	20	1
Tutorial / Workshop	20	8
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Case Study Report	1 x 2000 words	50%	end of sem 1
Unseen Paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a case study report of 2000 words (for Semester 1). For students attending during Semester 2 only, a version of the unseen paper will be set which covers only material studied in Semester 2.

BAM 1042 **GENERAL LEGAL PRINCIPLES**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain the main features of the English legal system and the key principles of contract law and the distinction between different types of legal entities;
(2) analyse straightforward legal problems and apply the relevant law appropriately to reach a logical solution;
(3) identify and use in an elementary manner legal materials, including some primary sources;
(4) demonstrate their knowledge and understanding clearly and effectively in written form.

Content:

Students should gain an understanding of the main features of the English legal system, including sources of law, organisation of the legal system and court structure; distinction between civil and criminal law; European Union law-making and institutions. Additionally, the key principles of the law of contract will be studied including formation of contracts, terms, vitiating factors; discharge of contracts, remedies for breach of contract and limitation of actions.

The module will also address the issue of legal entities but in outline only so as to enable a distinction to be made between for example, companies and partnerships.

Basic skills in legal methodology will be gained, together with introductory level skills in seeking out primary sources of law including internet sources.

Learning and Teaching:

The module will be delivered by weekly lectures supported by weekly small group sessions in the form of tutorials. In tutorials all students in the group will be expected to discuss questions, including legal problems, issued in advance based on common set reading and some basic and limited research into primary sources of law. Some sessions will be operated on the basis of team work. Four tutorials will be operated on a surgery basis for the planning of assignments and feedback.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	16	8
Surgery Tutorials	4	8
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	end of sem 1
Unseen Paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2000 words.

BAM 1052 **BUSINESS HISTORY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain the main features of the business environment of developed market economies and the factors influencing that environment;
(2) use computer software packages to organize, present and manipulate quantitative data referring to the economic and business environment;
(3) identify the main features of modern business organisation and functions and explain their development over time;
(4) explain the impact of the internationalisation of economic activity on business and explain the development of multinational business activity;
(5) identify and describe the impact of government on the business sector especially in relation to industrial and competition policy;
(6) conduct small scale research into a particular industry or business and present their findings in the form of a case study.

Content:

An overview of European economic history since 1850. The development of the UK economy since 1945; the impact of economic change on the business environment.
The growth and development of modern business; the changing economic and industrial structure of the UK; business size, structure and organisation. The development of business functions including production, marketing, and finance.
International business development: the impact on UK business of American and Japanese business styles and organisation; the growth of multinational business enterprises. Government and business; the public and private sectors; industrial strategy, regulation and competition policy.

Learning and Teaching:

Delivery will be by a core of weekly lectures designed to introduce the main issues related to the content and objectives of the module, and a weekly small group tutorial. The tutorials will operate to a common programme. This will consist of specified reading and tasks, and will also provide student-centred activities designed to develop relevant presentational skills.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	18	8
Total hours:	38	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	end of sem 1
Industry or Company presentation And case study	1 x 2000 words	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an assessed essay of 2500 words.

BAM 1062 **LAW IN CONTEXT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain and comment upon the development of English law and contemporary law reform and the role of the legal profession;
(2) critically examine the political and social context of law and the distinction between morality, ethics and law;
(3) demonstrate their knowledge and understanding clearly and effectively in written form.

Content:

The module will give students an opportunity to gain understanding of the historical development of English Law and law reform today in the context of political and social pressures resulting, for example, from technological and social change; the role of political and pressure groups and the Law Commission. The distinction between legal, moral and ethical rules will be examined. The role and training of the legal profession will be explored including the appointment of the judiciary. The role of lay members of the public in judicial processes will also be examined.

Learning and Teaching:

The module will be delivered by a core of weekly lectures supported by weekly small group teaching. In the second semester project tutorials will allow students to concentrate on areas within the syllabus of this module which are of particular interest or relevance to other parts of their study within their degree programme.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	16	5
Project Tutorials	4	5
Total hours:	40	

Assessment:

The second assessment will be chosen by students from specified titles to reflect their areas of interest within the course content.

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Essay	1 x 2000 words	50%	end of sem 1
Assessed Essay	1 x 2000 words	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of a seminar paper of 2000 words.

BAM 1202: PROFESSIONAL DEVELOPMENT AND PLACEMENT 1

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Prepare an effective CV and adhere to appropriate recruitment and selection procedures
(2) Reflect on personal strengths and weaknesses and prepare an action plan in relation to these
(3) Analyse the aims, structure and procedures of a specific organisation
(4) Apply knowledge and skills in the workplace and perform to a satisfactory standard T

Content:

A professional development programme comprising:

(1) Introduction to Professional Development Planning and Placements
(2) Day conferences, one in each semester, including
- CV Drafting and presentation
- Interviewing skills (including role play)
- Career, career entry, sector and job analysis
- Briefings on EPO procedures and arranging own placements

(3) Interview with Placement Tutor

Placement with suitable organisation(s), normally six weeks in total

Reflection and evaluation on the placement

Learning and Teaching:

Tutor-led group discussion amongst Progress Tutees
Day conferences: presentations and briefings, discussions, workshops and practical activities (role play, drafting and writing) relating to the requirements of the Preparatory Portfolio.
Individual tutorials with Placement Tutor / Progress Tutor before the placement starts.

Method	Student Contact Hours	Number of Groups
Induction meeting	1	1
Sem 1 day conference	4	1
Sem 2 day conference	4	1
Tutorial	0.5 hours	-
Total hours:	9.5	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 1000 words	40%	sem 1
Placement		Pass/Fail	
Report	1 x 2500 words	50%	sem 2

Numeric marks will be given for the portfolio and report. A pass mark must be obtained in all three elements of assessment. An overall numeric mark will be returned. An overall pass mark is mandatory for progression to level 2.

BAM 2012 **HUMAN RESOURCE MANAGEMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain and assess the role of the personnel/ HRM specialist in organisations
(2) evaluate the effectiveness of human resource management policies and practices and reflect on ethical issues they raise.

(3) construct written and oral arguments using scholarly resources in relation to problems and issues in human resource management.
(4) work independently and as a member of a group.

Content:
Contextual issues: the evolution of personnel management and HRM; the policy framework for HRM; HRM and ethical issues; changing employment patterns and labour markets. HRM policy areas: recruitment strategies; selection processes and techniques; job analysis and job design theories; pay and reward policies; training and its effectiveness in the workplace; management development and employee development; evaluating performance. The future of HRM: the management of employee relations; the changing role of trade unions.

Learning and Teaching:

The module will be delivered by a core of weekly lectures supported by the organisation of students into seminar groups. The groups will be divided into teams to lead two seminars dedicated to the analysis of issues related to the content of the course. All students will be expected to prepare for all seminars and at participate in the discussions. The seminars will involve students working in groups to research, prepare and present their findings; thereby enhancing their research, group working, communication and presentation skills and their ability to argue a case orally. The aim is to promote deep learning of knowledge and understanding of HRM practice and issues.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars	15	4
Workshops	3	4
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essays	2 x 1500 words	50%	During & end of sem 1
Seen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an assessed essay of 3000 words.

BAM 2022 **FINANCIAL MANAGEMENT & ACCOUNTING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) define and apply generally accepted concepts and rules of accounting;
(2) prepare profit & loss accounts and balance sheets for limited companies, incorporating a range of commonly-occurring adjustments;
(3) interpret and compare accounting statements from different periods / companies;
(4) prepare single-product and simple multi-product cost-volume-profit-analyses, and evaluate the limitations of such analyses;

(5) apply absorption costing techniques to value stocks, and quantify resultant under/over-absorption of fixed costs;
(6) assess the comparative impact of alternative costing techniques on management decision-making behaviour;
(7) use a computer spreadsheet to prepare relevant financial statements.

Content:

Accounting concepts and rules. Preparation of company profit & loss accounts and balance sheets. Adjustments for debtors, creditors, bad debts, depreciation. Ratio analysis and general interpretation of financial statements. Marginal costing, cost-volume-profit analysis – single-product and simple multi-product, limitations of CVP. Full absorption costing, under/over-absorption, impact of the choice of costing technique on management decision-making.

Learning and Teaching:

The module will be delivered via a series of weekly one-hour whole-group interactive lectures supported by weekly one-hour small group tutorial / workshop sessions. Questions / exercises will be set at each lecture meeting for students to complete before the associated small group session. Students will be provided with, and /or directed to, relevant reading and additional questions / exercises to support their progress through the module material.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	18	1
Tutorial / Workshop	18	10
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Small group case study presentation & report	1 x 2000 words equiv.	50%	End of Sem 1
Unseen paper	1 x 2 hours	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a case study report of 2000 words (for Semester 1). For students attending during Semester 2 only, a version of the unseen paper will be set which covers only material studied in Semester 2.

BAM 2042 **OPERATIONS MANAGEMENT**

Credit value: 20
Pre-requisites: Must pass BAM1032
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) assess the role of operations management in the modern business environment;
(2) prepare layout, location and process designs for business operations;
(3) explain and apply planning and control techniques for the operations management function;
(4) explain and demonstrate the techniques for operation improvement and failure prevention;
(5) select and apply appropriate operational research techniques to aid problem solving and decision making.
(6) use standard computer software in the application of operational research techniques.

Content:

The nature and role of operations management, service, manufacturing and project management. Layout, location and process design criteria and application of operational research techniques. Planning and control of output and stock, forecasting demand using historical information, use of Kanban, MRP and JIT systems. Introduction to Total Quality Management, quality tools and techniques. Measurement of quality performance and improvement. Application of techniques to aid operations management in problem solving; sequencing, queuing and linear programming. Ability to use standard software in the application of forecasting, decision making, planning, monitoring and control techniques.

Learning and Teaching:

The module will be delivered via a series of weekly one-hour whole-group interactive lectures supported by weekly one-hour small group tutorial / workshop sessions. Questions / exercises will be set at each lecture meeting for students to complete before the associated small group session. Students will be provided with, and /or directed to, relevant reading and additional questions / exercises to support their progress through the module material.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	18	1
Tutorial / workshop	18	5
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Case study report	1 x 2000 words	50%	Sem 1
Unseen paper	1 x 2 hours	50%	Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an unseen paper (2 hours) for Semester 1. For students attending during Semester 2 only, a version of the case study report (2000 words) will be set which covers only material studied in Semester 2.

BAM2052 **LEGAL ISSUES FOR ORGANISATIONS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain and assess the legal framework within which organisations operate, including particularly aspects of negligence, nuisance, agency and some criminal issues;
(2) distinguish between an organisation's responsibilities in tort, contract and crime;
(3) demonstrate skills of critical analysis of the law including logical application of law to the solution of legal problems likely to encountered by an organisation;
(4) demonstrate an ability to identify and use legal materials, including some primary sources;
(5) apply their legal knowledge and skills clearly and effectively in written form

Content:

This module provides an opportunity to learn and gain an understanding of how English law impacts on organisations. It examines the legal framework within which all organisations operate and the possible consequences of acting outside the law. It addresses the concepts of tortious and vicarious liability, focusing particularly on the tort of negligence. The module explores the extent to which an organisation has a legal responsibility to visitors, lawful or not. The module examines the principles of nuisance and the implications for organisations.
The potential for criminal proceedings against organisations will also be evaluated.
The key legal features of an agency relationship and the implications for an organisation will be explored.

Learning and Teaching:

The module will be delivered by weekly lectures supported by weekly small group sessions in the form of tutorials. In tutorials all students in the group will be expected to discuss questions, including legal problems, issued in advance based on common set reading and some limited research into primary sources of law. Some sessions will be operated on the basis of team work. Three tutorials will be operated on a surgery basis for the planning of assignments and feedback. There will also be a workshop to prepare for the semester two case study.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	16	7
Surgery Tutorials	3	7
Case study workshop	1	4
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	End Sem 1
Case study prior to sitting an unseen question paper	1 x 2 hours	50%	End Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2000 words.

BAM 2062 **MARKETING LAW**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain and illustrate the main principles of English law affecting marketing and of advertising regulatory arrangements;
(2) critically evaluate the operation of the legislative and regulatory provisions affecting marketing function of business and commercial organisations;
(3) analyse legal problems likely to be encountered in marketing organisations and apply appropriate knowledge of law and regulations to their solution;
(4) apply their legal knowledge and skills clearly and effectively in written form.

Content:

The module provides an opportunity to learn and understand areas of English law which directly affect marketing and advertising generally. It examines the nature of the relevant rules and law in context and explores the way in which the law affects marketing in practical situations generally, whilst being aware of the existence of more specific regulation which can affect a particular business.

It addresses topics such as protection of a business's product, a business name and a business logo, defamation and copyright issues which relate to advertising, advertising codes, data protection, Sale of Goods, unilateral contracts and misrepresentation. It will also provide skills for research of legal matters.

Learning and Teaching:

The module will be delivered by weekly lectures supported by weekly small group sessions in the form of tutorials. A variety of methods will be used, including discussion of questions usually in the form of legal problems, issued in advance based on common reading and some limited research into primary and secondary sources of law. Some sessions will be operated on the basis of team work. Some tutorials will be operated as a surgery basis for the planning of assignments and feedback. There will also be a workshop to prepare for the semester 2 case study.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	16	6
Surgery tutorials	4	8
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	End Sem 1
Case study prior to sitting an unseen question paper	1 x 2 hours	50%	End Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2000 words.

BAM 2082 **BUSINESS ECONOMICS FOR DECISION MAKING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain and critically analyse traditional and alternative theories of the firm
(2) outline and illustrate the importance of production and costs in a competitive environment;
(3) employ decision analysis as a managerial instrument;
(4) evaluate the debate surrounding advertising and motivation;
(5) evaluate different theories of structural change;
(6) identify and analyse the factors that constrain the growth of a firm;
(7) explain the structure, conduct, performance paradigm and identify issues relating to market structure;
(8) critically evaluate particular policy related issues.

Content:

Theories of the firm: traditional, Baumol's sales/revenue maximisation, Marris's model of managerial enterprise and the behavioural models associated with Cyert and March.
Production, costs and the competitive environment.
Decision analysis: pricing, marketing, employment and labour decisions.
The structure, conduct, performance paradigm, and market concentration monopolies: good or bad?
Advertising debate, invention, innovation and diffusion.
Industrial structure, structural change, industrial development and decline, measures of concentration.
The growth of firms: mergers and take-overs; vertical and horizontal integration; diversification; constraints on growth.
The nature of competition: barriers to entry, product differentiation, market concentration, contestable markets and pricing strategies.
Government and EU policy relating to monopoly, restrictive practise and privatised firms.

Learning and Teaching:

The module will be delivered with a core of weekly lectures supported by weekly small group tutorials. In tutorials all students in the group will be expected to discuss questions issued in advance based on common set reading.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	20	1
Tutorial	16	4
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay of 2500 words.

BAM 2102: **MARKETING AND BUSINESS RESEARCH**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an appreciation of the need for and implications of practical business research
(2) Analyse practical examples of market and business research
(3) Identify the key principles and practices that characterise good research design, including recognition and management of ethical issues
(4) Plan a small scale research investigation into a chosen business topic

Content:

In semester 1 students will be introduced to research as a managerial tool for aiding decision making. Areas such as marketing and market research, consumer research, international research and business to business research will be addressed, identifying how each utilises the research process.
In semester 2 students will follow a series of lectures and tutorials on research methods. This will extend their understanding of the customer and market research methods that are covered in semester 1 and enable them to apply general research principles to a wider range of business activity. Students then select a personal area of interest from within the field of business and apply their knowledge of research methods by planning an ethically aware, small-scale investigation into this topic.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures (S1)	10	1
Tutorials (S1) including case study analysis	10	6
Lectures (S2)	10	1
Tutorial (S2)	10	6
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Unseen paper	1 x 2 hours	50%	End of S1
Research Proposal	1 x 2,000 words	50%	End of S 2

Students permitted to take a half module for the award of 10 credits will be assessed by the form appropriate to the semester of study.

BAM 2202 **PROFESSIONAL DEVELOPMENT AND PLACEMENT II**

Credit value: 20
Pre-requisites: Satisfactory attendance and participation during Semester 1 prior to start of the work placement
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) identify principles of effective interpersonal relationships and team working
(2) demonstrate knowledge of performance processes in relation to work roles
(3) demonstrate self reliance in relation to problems encountered at work
(4) criticall analyse the aims, structure, procedures and effectiveness of a specific organisation
(5) apply knowledge and skills in the workplace and perform to a satisfactory standard

Content:

A one day pre-placement conference convering:

Work related problems
Interpersonal skills
Team work
Assessment and appraisal
Discussion with Placement Tutor

Placement with suitable organisation(s), normally six weeks in total.

Reflection and evaluation on the placement.

Learning and Teaching:

Day conference: presentations and briefings, discussion, workshops and practical activities relating to the requirements of the Portfolio.
Individual tutorials with Placement Tutor / Progress Tutor before the placement.

Method	**Student Contact Hours**	**Number of Groups**
Sem 1 day conference	8	1
Tutorial	1	
Total hours:	9	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1500 words	30%	sem 1
Placement		Pass/Fail	
Report	3500 words	70%	sem 2

Numeric marks will be given for the portfolio and report. A pass mark must be obtained in all three elements of assessment. An overall numeric mark will be returned.
An overall pass mark is mandatory for progression to level 3.

BAM 2912 **HUMAN RESOURCE MANAGEMENT WORK PLACEMENT**

Credit value: 20
Pre-requisites: Satisfactory attendance and participation during Semester 1 prior to start of the work placement
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) use the practical experience of vocational and academic relevance gained to outline and analyse the aims, procedures and activities of the HRM function in a particular type of organisation;
(2) conduct an organisational analysis of a specific attachment provider;
(3) Use the practical and education experience to describe and analyse the special characteristics of the HRM vocational area;
(4) undertake and record a specific project related to the employer's needs, or a more detailed organisational analysis;
(5) apply theoretical knowledge and specialist skills from College-based studies to the workplace situation and perform satisfactorily in the workplace;
(6) critically evaluate their experience in the workplace and its significance for their future programme of professional studies.

Content:

Students will be placed within the organisation of the placement provider (normally a commercial, industrial or professional employer within either the public or private sector) to carry out a range of duties which will permit the student to apply knowledge and practise skills relevant to managerial or administrative functions related to HRM. The student will have the opportunity to gain skills in the workplace such as communication and interpersonal skills. The detailed nature of the placement will be the subject of a formal learning agreement between the student, the attachment provider and the College.

The Level 2 placement and the pre-and post-placement college-based teaching sessions will include an enhanced career focus. Students will learn to analyse their career drivers, develop networking skills and understand the process for 'creative job search'. The organisational review will include a 'job study' element. Post-placement, students will integrate practical experience with college-based studies to develop a career Action Plan.

Learning and Teaching:

The opportunity to learn on a professional work placement will be assisted by pre-placement briefings, including general information on conduct on the placement, support for students on placement and assessment. The briefings will also include two sessions provided by Student Support Services (Careers) – one before the placement and one post-placement. Students will also meet their work placement tutors prior to the start of the placement and also after the placement for de-briefing.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	4	1
Individual meetings with tutor	2 X 0.5	1 per student
Site visit by tutor	1	1 per student
Total hours:	6	

Assessment:

At the conclusion of the practical work on work placement the college tutor will make an assessment of the student's level of attainment (i.e. 'Pass' or 'Fail') based on information obtained directly by the tutor (e.g. evidence from a site visit) plus the employer's report. The student will be required to submit an report by a date notified to the student no more than two weeks after the end of the placement. The report will consist of an organisational analysis and a specific project, or where the particular conditions of a placement make it impracticable for the student to undertake a specific project, a more detailed organisational analysis will satisfy the written element of course work required. The report must also contain a reflective evaluation of the placement as a learning experience and its significance for their future programme of professional studies. This report will be assessed by the tutor ('Pass' or 'Fail').

Form	**Magnitude**	**Weighting**	**Timing**
Report	4000 words	100%	end of placement

Successful completion of the placement confirmed by Employer's Report and Tutor's Report

BAM 2922 **PROFESSIONAL WORK PLACEMENT**

Credit value: 20
Pre-requisites: Satisfactory attendance and participation during Semester 1 prior to start of the work placement
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) use the practical experience of vocational and academic relevance gained to outline and analyse the aims, procedures and activities or a particular type of organisation;
(2) conduct an organisational analysis of a specific attachment provider and analyse the special characteristics of one selected vocational area;
(3) undertake and record a specific project related to the employer's needs, or a more detailed organisational analysis; S/I/T
(4) apply theoretical knowledge and specialist skills from College-based studies to the workplace situation and perform satisfactorily in the workplace;
(5) critically evaluate their experience in the workplace and its significance for their future programme of professional studies.

Content:

Students will be placed within the organisation of the placement provider (normally a commercial, industrial or professional employer within either the public or private sector) to carry out a range of duties which will permit the student to apply knowledge and practise skills relevant to business, managerial or administrative functions. The student will have the opportunity to gain skills in the workplace such as communication and interpersonal skills. The detailed nature of the placement will be the subject of a formal learning agreement between the student, the attachment provider and the College.

The Level 2 placement and the pre-and post-placement college-based teaching sessions will include an enhanced career focus. Students will learn to analyse their career drivers, develop networking skills and understand the process for 'creative job search'. The organisational review will include a 'job study' element. Post-placement, students will integrate practical experience with college-based studies to develop a career Action Plan.

Learning and Teaching:

The opportunity to learn on a professional work placement will be assisted by pre-placement briefings, including general information on conduct on the placement, support for students on placement and assessment. The briefings will also include two sessions provided by Student Support Services (Careers) – one before the placement and one post-placement. Students will also meet their work placement tutors prior to the start of the placement and also after the placement for de-briefing.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	4	1
Individual meetings with tutor	2 X 0.5	1 per student
Site visit by tutor	1	1 per student
Total hours:	6	

Assessment:

At the conclusion of the practical work on work placement the college tutor will make an assessment of the student's level of attainment (i.e. 'Pass' or 'Fail') based on information obtained directly by the tutor (e.g. evidence from a site visit) plus the employer's report. The student will be required to submit an report by a date notified to the student no more than two weeks after the end of the placement. The report will consist of an organisational analysis and a specific project, or where the particular conditions of a placement make it impracticable for the student to undertake a specific project, a more detailed organisational analysis will satisfy the written element of course work required. The report must also contain a reflective evaluation of the placement as a learning experience and its significance for their future programme of professional studies. This report will be assessed by the tutor ('Pass' or 'Fail').

Form	**Magnitude**	**Weighting**	**Timing**
Report	4000 words	100%	end of placement

Successful completion of the placement by Employer’s Report and Tutors Report

BAM 3012 **BUSINESS AND MANAGEMENT STRATEGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) analyse and explain the benefits to organisations of strategic planning within the business environment;
(2) employ specific techniques, methods and models used in the assessment and evaluation of a given organisation's strategy;
(3) analyse the external environment in which organisations exist and its effects on strategic planning; K/I/S
(4) tabulate and analyse the relative strengths and weaknesses of a given business organisation;
(5) identify and evaluate the appropriate strategic choices for a given organisation within a business context

Content:

An analysis of the inter-related nature of the environment in which business organisations exist and the implications for the way they work. An introduction to models of industry analysis. An introduction to the main theoretical planning models. The use and application of financial information relevant to different groups of stakeholders. The implications and influence of cultural and ethical issues for strategic planning. The effective strategies for organisational competition and growth.

Learning and Teaching:

Delivery will be by a core of weekly lectures designed to introduce the main issues related to the content and objectives of the module supported with weekly small group tutorials. Tutorials will be focus on specific issues identified from the case-study materials.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars / tutorials	16	6
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed report	1 x 2000 words	40%	end of sem 1
Seen case-study	1 x 2 hours	60%	end of sem 2
Or			
Assessed research report	1 x 3000 words	60%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an assessed essay of 2500 words.

BAM 3022 **RESEARCH PROJECT**

Credit value: 20
Requisite: cannot be taken with MKT3252
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explore, analyse and evaluate in depth a specific management or business related issue of relevance to their programme of study;
(2) formulate a question or hypothesis and use a clear and appropriate methodology for data collection and analysis to test the hypothesis or question set;
(3) demonstrate a capacity for self management and independent learning and for the acquisition, evaluation and organisation of knowledge directed at problem analysis.

Content:

Problem definition: defining the boundaries to the task; formulating a working hypothesis or process definition; determining an investigation strategy.
Conducting a literature review.
Methodology: gaining access for research; designing methodology, collection and organising data for interpretation and evaluation.
Presenting findings: structuring the framework for presentation of discussion and findings; adhering to academic conventions within subject specialism.

Learning and Teaching:

The module is designed to support individual learning through enquiry and research. A series of workshops will be organised to assist students with understanding methodologies and potential problems. Students will be provided with a specialist tutor to assist and guide the development of the investigation, and the organisation and presentation of the findings. The module encourages deep learning through the analyses of relevant literature and the investigative research process required for the module.

Method	**Student Contact Hours**	**Number of Groups**
Workshops	5	1
Tutorials	3	Individual supervision
Total hours:	8	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Research project	1 x 5000 words	100%	end of sem 2

10 credit assessment not applicable to this module

BAM 3032 **EMPLOYMENT LAW**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain the principles of English Law which affect the employment relationship, including the framework within which employment law operates and the dynamic nature of employment law;
(2) demonstrate the logical application of the solution of legal problems likely to be encountered in the workplace;
(3) critically analyse the particular application of law to the solution of legal problems likely to be encountered in the workplace;

(4) conduct research using primary sources as directed, including internet resources;
(5) demonstrate their knowledge and understanding clearly and effectively in written form.

Content:

The module provides an opportunity to learn and gain understanding of English Law affecting employment, including an analysis of the nature of a contract of service and the obligations of employer and employee which arise from it. It examines the relevant law in context and seeks to show the dynamic nature of employment law and its particular susceptibility to social and political pressures and influence of EU law. It explores the practical effects of law in employment situations.

It addresses such topics as the contract of service, statutory rights of employees, discrimination and equal pay in the workplace, remedies, institutions of employment law, including tribunals, ACAS, CAC, and discrimination commissions. Employment rights and duties in respect of termination of employment and redundancy and health and safety at work will be examined.

Learning and Teaching:

The module will be delivered by weekly lectures supported by weekly small group sessions in the form of tutorials. In tutorials all students in the group will be expected to discuss questions and solve legal problems, issued in advanced based on common set reading and research into primary sources of law. Some sessions will be operated on the basis of team work. Some tutorials will be operated on a surgery basis for the planning of assignments, feedback and revision.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	13	4
Surgery Tutorials	3	4
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2000 words	50%	end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of a seminar paper of 2000 words.

BAM 3042 **COMPANY LAW: LEGAL ORGANISATIONS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) explain and apply the main principles of company law and of partnership law which affect company directors and partners and which affect the liability of the shareholders and of the partnership;
(2) critically evaluate the operation of these legislative provisions;
(3) identify, examine and analyse legal problems likely to be encountered and apply their knowledge of law to their solution;

(4) demonstrate their knowledge and understanding clearly and effectively in written form.

Content:

The module provides an opportunity to learn and understand areas of English law which directly affect the legal structure of business organisations. It examines the nature of the relevant law in context and explores the way in which the law affects both directors or partners in practical situations. It will also consider changes in the law relating to business organisations brought about by social change.

It addresses such topics as the different legal structures of business organisations, partners rights and duties inter se, the liability of the partnership to third parties, the nature of a registered company, regulation of financial matters, insider dealing, directors' duties, insolvency provisions which relate to directors of a private company, and an introduction to minority protection.

Learning and Teaching:

The module will be delivered by weekly lectures supported by weekly small group sessions in the form of tutorials. A variety of methods will be used, including discussion of questions usually in the form of legal problems, issued in advance based on common reading and some limited research into primary and secondary sources of law. Some sessions will be operated on the basis of team work. Some tutorials will be operated as a surgery basis for the planning of assignments and feedback.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	12	5
Surgery tutorials	4	5
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	end of sem 1
Assessed essay	1 x 2000 words	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2000 words.

BAM 3052 **ORGANISATION CHANGE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) analyse the external drivers of change in the contemporary organisational environment;
(2) explain the nature of organisational change and the variety of ways organisations respond to competitive pressures;
(3) critically evaluate various models of change with reference to the realities of organisational life (such as managing resistance) through case study analysis;
(4) explain and assess the impact of organisational change on issues such as leadership behaviour, organisational culture and organisational learning;
(5) research and analyse the process of change in a selected organisation;
(6) Work effectively and constructively as part of a team to analyse and evaluate information and to present findings.

Content:

Contemporary drivers of change such as: globalisation; consumerism; technological change; workforce diversity; and corporate social responsibility.
Models of change: types and pace of change; range of organisational responses using case studies.
Culture and Leadership: centrality of organisational culture in responding to change; transactional and transformational leadership styles; embracing organisational change.
Techniques for managing organisational change: planning; implementation; managing resistance; encouraging creativity.
The new world of work: the knowledge economy; career development; coping with change; changing working patterns.
Reality of organisational life: extensive use of text and video case studies; guest speakers dealing with change management issues.

Learning and Teaching:

Lecture schedule supplemented by guest speakers.
Tutorial format occasionally in the form of practical sessions involving simulations, games and activities.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	16	3
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Individual report on group	1 x 2000 words per person	40%	Mid sem 2
Assessed essay	1 x 3000 words	60%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2500 words.

BAM 3062 **FINANCIAL MANAGEMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) prepare budgets, analyse variances from budget and evaluate budgetary systems;
(2) assess alternative overhead recovery systems;
(3) solve short-term operational and long-term investment decisions using a range of techniques;
(4) provide a comparative evaluation of the various sources of long and short-term sources of corporate finance;
(5) explain risk theory and apply reduction techniques in the modern corporate environment;
(6) explain and apply the theories underlying the pricing of financial securities and their relevance to investment, financial and dividend decisions;
(7) analyse financial statements in order to predict the likelihood of company viability;
(8) use a computer spreadsheet to prepare relevant financial statements.

Content:

Budget preparation using zero based, incremental and activity based techniques. Budgetary control using cost variance analysis. Evaluation of absorption costing and activity based costing systems. Relevant costs for decision making, limiting factors, make or buy, special orders and shutdown decisions. Investment appraisal and capital rationing techniques, payback, ARR, NPV, IRR and PI. Issuing new equity, offer for sale, rights, tender, and bonus issues. Issuing new debt, bank loans, debentures, bonds and convertible loan stock. The concept of risk and risk reduction, CAPM and portfolio theory. Cost of capital, DVM, CAPM, debt, taxation and WACC.
Ratio analysis, creative accounting, reasons for company failure and the use of predictive models.

Learning and Teaching:

The module will be delivered via a series of weekly one-hour whole-group interactive lectures supported by weekly one-hour small group tutorial / workshop sessions. Questions / exercises will be set at each lecture meeting for students to complete before the associated small group session. Students will be provided with, and /or directed to, relevant reading and additional questions / exercises to support their progress through the module material.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	18	1
Tutorial / workshop	18	5
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen paper	1 x 1.5 hours	50%	end of sem 1
Unseen paper	1 x 1.5 hours	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an unseen paper (for Semester 1). For students attending during Semester 2 only, a version of the unseen paper will be set which covers only material studied in Semester 2.

BAM 3132 **BUSINESS ETHICS**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) understand the moral and ethical concepts in business ethics;
(2) critically evaluate ethical issues arising in business and marketing;
(3) assess the evolving drivers of business ethics, including sustainability, consumer behaviour and corporate social responsibility;
(4) examine the role of business in society in the context of major global ethical debates;
(5) explain the ethical dimensions of the work-place and decision-making in business;
(6) demonstrate the ability to research, analyse and debate ethical problems and potential solutions in business.

Content:

The module comprises four main themes:

(1) **Foundations of business ethics**: covers why business ethics matters, moral values and ethical theories in a global context.
(2) **Business in society**: business and sustainability, issues of corporate social responsibility and stakeholder theory, are used to examine the role of ethics in consumer purchase decisions, corporate reputation and stakeholder relations.
(3) **Ethics in the workplace**: considers the internal management of business ethics, ethical issues in human resource management and ethical decision-making.
(4) **Corporate citizenship**: includes emerging ethical issues such as ethical consumerism, sustainable consumption, and social accounting.

Learning and Teaching:

A weekly lecture will outline key issues, theories and concepts often supported by case material in business ethics. Smaller group classes focus on experiential learning allowing students to debate and apply ethical reasoning to case studies and develop skills in ethical problem solving.

Formal assessment evaluates students' research and analytical skills. The assessed essay will explore a generic theme in business ethics. The case study report allows the student an individual choice of topic exploring a particular issue in more depth.

Method	Student Contact Hours	Number of Groups
Lectures	18	1
Tutorials/Seminars	18	2
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2500 words	50%	end of sem 1
Case Study Report	1 x 2500 words	50%	end of sem 2

The module would be available for 10 credits and would be assessed by an essay / report of 2,500 words.

BAM 3142 **E Business & E Marketing**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Critically analyse and apply approaches used to evaluate a company's current positioning in the traditional and electronic marketplaces
(2) Formulate, assess and select options for developing an E-marketing strategy
(3) Critically analyse the situational utilization of the internet as a business and marketing tool, assessing its suitability and appropriateness.

Content:

This course is intended to be a comprehensive guide to all aspects of analysing and deploying E-Marketing within an organisation.

Introduction to e-business
Introduction to e-marketing
Situation analysis for e-marketing
Objective setting
Defining E Marketing strategy
Electronic marketing and the marketing mix
Implementing the E-marketing strategy
Control and management of e-marketing

Building on traditional marketing theory and concepts the module details a structured approach to applying the Internet for business & marketing

Learning and Teaching:

A basic lecture programme accompanied by tutorials, some of which will focus on case studies.

Method	**Student Contact Hours**	**Number of Groups**
Lectures (S1)	9	1
Tutorials (S1) including case study analysis	9	2
Lectures (S2)	9	1
Tutorial (S2)	9	2
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen Paper	**1 x 2 hours**	**50%**	**end of sem 1**
Essay	**1 x 3000 words**	**50%**	**end of sem 2**

The module would be available for 10 credits and would be assessed by the form of assessment relevant to the semester of study.

BAM 3202 **CONTEMPORARY BUSINESS AND MARKETING ISSUES**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Identify and critically assess some of the major contemporary challenges facing businesses
(2) Explore and assess the potential interactions between these challenges and their impact on business functions via specific examples (case studies)
(3) Identify ways in which businesses might respond to such contemporary challenges and explore the systematic implications of those responses
(4) Contribute effectively to group debate and discussion of contemporary business and marketing issues through comprehensive evaluation and analysis I/T

Content:

Module content will vary, year on year, in order to reflect the contemporary issues that confront businesses.
A definitivemodule content is not possible in these circumstances. However, it is likely that some combination of the following topics will be covered:

Contextual factors - globalisation; demographics; labour force trends; ecological awareness; sustainability: business ethics; diversity management.
Technology- e.commerce and the internet; pace of new technology; new economy; dot.com. industry.
Strategic impact- diversification; globalisation strategies (customisation / standardisation); 'cannibalisation'; merger and acquisition, brand building and decline
Impact on individuals- leadership; 'portfolio people'; tele/homeworking; creativity and enterprise.
Organisational culture- knowledge management; flexibility; reflexivity; teamworking in virtual environments**.**

Learning and Teaching:

In semester 1 the 2-hour session will normally be conducted on the basis of lecture input followed by tutorial discussion. A team of staff, drawn from all sections of the Department, will deliver the lecture programme, each member of staff focussing on a contemporary issue relevant to their own field of expertise.
Where appropriate, guest speakers may be used.
Semester 2 will be student driven. Students will make presentations based on case study analysis/research of specific issues to be followed by open discussion of the case / topic.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	9	1
tutorial (S1)	9	2
Presentations (S2)	18	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2500 words	50%	end of sem 1
Group report (compiled from Individual sections	1 x 2500 words per person	50%	during sem 2

The module would be available for 10 credits and would be assessed by the form appropriate to the semester of study.

BAM 3212 **Managing Change**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the principle models of organisational change and ways in which organisations respond to internal and external pressure
(2) Evaluate the application of those models to practical issues of managing organisational change such as leadership and resisitance
(3) Research and analyse the process of change in a selected organisation
(4) Demonstrate experience of working within a team and presenting information, analysis and evaluation.

Content:

Models of change: types and pace of change; range of organisational responses using case studies.
Culture and Leadership: centrality of organisational culture in responding to change both in terms of resistance and successful implementation.
Techniques for managing organisational change: planning; implementation; managing resistance; encouraging creativity and addressing ethical concerns.
The new world of work: the knowledge economy; career development; coping with change; changing working patterns.
Reality of organisational life: use of text and video case studies; guest speakers dealing with change management issues.

Learning and Teaching:

Lecture schedule supplemented by guest speakers.
Tutorial format occasionally in the form of practical sessions involving simulations and activities.
In semester 2, workshops will be facilitated to support the group research process.

Method	Student Contact Hours	Number of Groups
Lectures	18	1
Tutorials/ Workshops	18	4
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of sem 1
Group Presentation	1 x 20 mins per group	25%	during sem 2
Individual report	1 x 1500 words	25%	end of sem 2

The module would be available for 10 credits and would be assessed by the form appropriate for the semester of study.

CHY 1002 **INTRODUCTION TO CHILD DEVELOPMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of key concepts, theories and issues relating to the development of young people;
(2) Evaluate critically the concepts and theories which enable an understanding of the development of children and adolescents;
(3) Analyse the issues arising from the concepts and theories of development;
(4) Evaluate the strengths and weaknesses of different sources of psychological data relating to children and young people.

Content:

In this module, students will consider the nature of human development dealing with a range of topics including human evolution, infant perception and cognition, temperament and the role which genetic and environmental factors play in these aspects of development. Infant relationships will be explored with a particular study of attachment, maternal deprivation, the role of the family and causes of disturbed, social development. Particular attention will be given to development, the emotions and the self. The experience of adolescents will be looked at in relation to the development of identity.

Learning and Teaching:

In Semester 1, the module will be delivered by means of lectures and tutorials. In semester two, there will be a mix of lectures, seminars and tutorials. Tutorials will take place part way through and at the end of each module in order to discuss progress and work for the assignment, respectively.

Method	**Student Contact Hours**	**Number of Groups**
Lectures - Semester 1	20 (10 weeks x 2 hours)	1
Lectures – Semester 2	14 (7 x 2 hours)	1
Seminars – Semester 2	4 (2 x 2 hours)	1
Tutorials – Semester 1 & 2	2	Number of students registered
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	end of sem 1
Essay	1 x 2000 words	50%	end of sem 2

CHY 1012 **CHILDHOOD, SOCIETY AND SOCIAL POLICY**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module students will be able to:

(1) understand and analyse the social construction of childhood and different perspectives on childhood;
(2) demonstrate awareness of recent developments in thinking about children, and their application in law, policy and practice, including UNCRC;
(3) demonstrate knowledge of state activity in relation to children within mainstream social policy areas in Britain;
(4) conduct analysis of specific current issues relating to children society and social policy.

Content:

Sociological/social science writings and debates concerning the social construction of childhood; childhood diversity historically and culturally; liberationist writing on children, contrasted with more traditional protectionist or 'caretaker' approaches; critiques of all the above;
Actual trends in thinking about children/childhood as applied to policy. The UN convention on the Rights of the Child;
The Welfare State in relation to children in recent decades – to include areas of mainstream social policy (health, education, social services, cash benefits/tax credits) in relation to children;
Further analysis of specific current issues.

Learning and Teaching:

In Semester 1, the module will be delivered by means of lectures and tutorials. In semester two, there will be a mix of lectures, seminars and tutorials. Tutorials will take place part-way through and at the end of each module in order to discuss progress and work towards the assignment and the examination.

Method	**Student Contact Hours**	**Number of Groups**
Lectures - Semester 1	20 (10 x 2 hours)	1
Lectures – Semester 2	14 (7 x 2 hours)	1
Seminars – Semester 2	4 (2 x 2 hours)	1
Tutorials – Semester 1 & 2	2	Number of students registered
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	sem 1
Examination	1 x 2 hours	50%	sem 2

CHY 1022 **PROFESSIONAL DEVELOPMENT AND PLACEMENT IN CHILDHOOD AND YOUTH**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of communication and employability skills involved in working with young people
(2) Demonstrate knowledge of job/career entry analysis for a career with young people
(3) Demonstrate reflective evaluation of strengths and weaknesses across a range of employability skills
(4) Apply employability skills in the workplace and perform to a satisfactory standard T

Content:

A professional development programme comprising:

1. Introduction to Professional Development Planning and Placements module including
   - Job/career entry analysis
   - Developing communication and employability skills for professional contexts involving young people
   - CV drafting and presentation
   - Interviewing skills
   - Briefings by EPO and the careers service
2.
   - Meeting with placement tutor
   - Placement with suitable organization(s) normally six weeks in total
   - Reflection and evaluation on the placement

Learning and Teaching:

1. Induction meeting with EPO and careers.
2. Day conferences: presentations and briefings, discussions, workshops and practical exercises (role play, drafting and writing) relating to the requirements of the preparatory portfolio.
3. Individual tutorials with placement/progress tutor before the placement starts.

Method	**Student Contact Hours**	**Number of Groups**
Semester 1 Induction meeting	2 hours	1
Semester 1 day conference	4	1
Semester 2 day conference	4	1
Tutoriial	0.5	-
Total hours:	10.5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 1000 words	40%	semester 1
Placement		Pass/Fail	semester 2
Report	1 x 2000 words	60%	semester 2

A fail in any one of the three components constitutes a fail overall.

CHY 2002 **LANGUAGE AND THINKING IN SCHOOL YEARS**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of theories of cognitive and language development
(2) Evaluate critically the contrasting theories of cognitive and language development
(3) Analyse the different approaches taken to the study of intelligence
(4) Assess the strengths and weaknesses of theories which attempt to explain young people's ways of thinking

Content:

In this module, students will consider theories of cognitive development with particular reference to the work of Piaget. Attention will be given to the question as to whether this development is continuous or staged. Vygotsky's views concerning the role of social interaction and cultural context, will be analysed. Comparison will be made of the contribution of contrasting theories about the development of cognition. Different theories of language development will be explored. Fundamental questions regarding the relationship between language and thought will be considered. There will be study of models of the development of memory. The development of intelligence and the concept of "IQ" will be examined. Ideas about the ways in which young people think will be evaluated with a special focus on the development of mathematical and scientific concepts. Vygotsky's notion of the "zone of proximal development" will be evaluated. Some consideration will be given to children's drawings and what they tell us for example, about their level of development. Finally, development in reading will be studied.

Learning and Teaching:

In semester one, the module will be delivered by means of lectures and tutorials. In semester two, there will be a mix of lectures, seminars and tutorials. Tutorials will take place half-way through each module to review progress and towards the end of each module to help in preparation for the examination.

Method	**Student Contact Hours**	**Number of Groups**
Lectures - Semester 1	18 (9 weeks x 2 hours)	1
Lectures – Semester 2	14 (7 x 2 hours)	1
Seminars – Semester 2	4 (2 x 2 hours)	1
Tutorials	2	Number of students registered
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assignment	1 X 2000 words	50%	End Sem 1
Unseen examination	1 x 2 hours	50%	End Sem 2

CHY 2012 **YOUNG PEOPLE AND THE LAW**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Understand the general scope, function and working of the law relating to children
(2) Demonstrate awareness of the social, economic and political context of the development of law relating to children
(3) Understand and analyze principles relating to children and the law
(4) Demonstrate knowledge of some of the main areas of child law
(5) Demonstrate knowledge of recent developments in this area

Content:

(1) The scope and boundaries of the law relating to children; the functions of the law; the workings of child law in practice.
(2) The context of the development of law relating to children, including social, economic and political factors; an overview of the actual development of child law over time.
(3) Principles influential in the field of children and the law, including the child's welfare, the child's wishes, children's rights, and parental rights and responsibilities.
(4) Detailed study of some of the main areas of child law.
(5) A more detailed study of recent developments relating to children and the law and their implications.

Learning and Teaching:

In semester one, the module will be delivered by means of lectures and tutorials. In semester two, there will be a mix of lectures, seminars and tutorials. Some independent research will be carried out in each semester.

Method	**Student Contact Hours**	**Number of Groups**
Lectures – Semester 1	18 (9 x 2 hours)	1
Lectures – Semester 2	14 (7 x 2 hours)	1
Seminars – Semester 2	4 (2 x 2hours)	1
Tutorials – Semester 2	2	Number of students registered
Total	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 X 2,000	50%	Sem. 1
Unseen exam.	1 x 2 hours	50%	Sem. 2

CHY 2022 **PROFESSIONAL DEVELOPMENT AND PLACEMENT IN CHILDHOOD AND YOUTH**

Credit value: 20
Pre-requisites: Must pass CHY1022
Semester(s) offered: 2

Objectives:

On successful completion of the module students will be able to:

(1) Demonstrate the application of social and psychological concepts and theories to analysis of the workplace;
(2) demonstrate reflective evaluation of strengths and weaknesses across a range of employability skills;
(3) apply employability skills in the workplace and perform to a satisfactory standard.
(4) write an action plan for developing employability skills;

Content:

A professional development programme comprising:
(1) Introduction to Professional Development Planning and Placements;
(2) Workshop sessions including:
- Working with young people: presentations by practitioners on their roles and career development.
- Team work
- Assessment Centre tasks
- Briefings on EPO procedures and arranging placements
- Review of current employability skills and preparation for placement assessment.

(3) Interview with placement tutor
(1) Placement with suitable organizations normally six weeks in total.
(2) Reflection and evaluation on the placement.

Learning and Teaching:

Induction meeting with EPO and careers.
Day conference: presentations, briefings, discussions and practical exercises (role play, drafting and writing) relating to the requirements of the preparatory portfolio report.
Individual tutorials with placement/progress tutor before the placement starts.

Method	**Student Contact Hours**	**Number of Groups**
Induction meeting	2 hours	1
Day conference	4	1
Workshop 1	2	2
Workshop 2	2	1
Workshop 3	2	1
Tutorial	0.5	
Total hours:	12.5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 1500 words	30%	semester 1
Placement		Pass/Fail	semester 2
Report	1 x 3000 words	70%	semester 2

A fail in any one of the three components constitutes a fail overall

CHY 2032 **INTRODUCTION TO EVIDENCE-BASED LEARNING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the assumptions and purposes that inform and direct social research
(2) Demonstrate knowledge and understanding of the ways in which research data may be used to test hypotheses and evaluate practices within the social sciences
(3) Evaluate appropriate methods of research according to the context by distinguishing between valid and invalid applications of research methods and analyses of social scientific research data
(4) Carry out a small-scale research project
(5) Use descriptive statistics to simplify and to analyse data

Content:

The module will provide an introduction to the particular nature of research relating to children and young people. Consideration will be given to the assumptions and principles used to direct and interpret social research pertinent to young people. Distinctions will be drawn between research studies intended to monitor practice (as against specified targets), to inform the generation of empirically grounded hypotheses and to test hypotheses. The potential uses and abuses of qualitative and quantitative data will be identified, and examples will be given of experimentally induced distortions of data, of unethical practices and of unreliable and invalid inferences and conclusions. Doing research with young people will be evaluated and will deal with such matters as defining questions, aims, objectives and hypotheses. Research design will be considered as will important issues such as validity and reliability. A study will be made of some of the "classic" methods and models for doing research with young people. These will include observation, ethnography, case studies, surveys, experiments and correlation.

Learning and Teaching:

In semester one, the module will be delivered by means of lectures and tutorials. In semester two, there will be a mix of lectures, seminars and tutorials. Some independent research will be carried out in each semester. Students will be given an opportunity to carry out a small-scale piece of research.

Method	**Student Contact Hours**	**Number of Groups**
Lectures - Semester 1	18 (9 weeks x 2 hours)	1
Lectures – Semester 2	14 (7 x 2 hours)	1
Seminars – Semester 2	4 (2 x 2 hours)	1
Tutorials	2	Number of students registered
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen examination	1 x 2 hours	50%	End Sem 1
Written report of small-scale research project	1 x 2500 words	50%	End Sem 2

CHY 3002 **CHILDHOOD AND YOUTH IN SOCIAL CONTEXT**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Evaluate relevant research and theory and demonstrate their knowledge of it;
(2) Evaluate critically the strengths and weaknesses of various methodological and theoretical approaches to specific issues in child and youth development;
(3) Assess the complext interaction between genetic, environmental and socio-cultural processes in the shaping of different models of childhood,
(4) Evaluate arguments and evidence related to current issues in specific areas of child development.

Content:

In this module, students will consider the evolutionary and cultural significance of early relationships in human development. They will examine attachment theory in the light of recent research evidence and cross-cultural perspectives. Evidence will be considered concerning childrens' understanding of social relationships and examine the implications for theories in development. There will be an attempt to show how context, including cultural sources of consistency in young people's thinking. Social development will be explored by considering the application of a social constructivist approach to the study of social development. Attention will be given to the development of personal identity within the cultures of childhood and youth, with particular reference to gender.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures – semester 1	12	1
Seminars/tutorials	6	4
Lectures – semester 2	12	1
Seminars/tutorials	6	4
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

CHY 3012 **CHILD AND YOUTH JUSTICE**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate the ability to analyse critically the social construction of the youth offender;
(2) demonstrate the ability to analyse the legal context of youth offending;
(3) Demonstrate the ability to assess critically State and organisational responses to youth offending;
(4) Demonstrate the ability to analyse alternative responses for responding to youth offenders;
(5) Demonstrate a critical awareness of the roles undertaken by professionals in relation to youth offending;
(6) demonstrate awareness of recent research in the youth crime field.

Content:

The module commences by exploring the social construction of youth offending and related development of the youth justice system in the United Kingdom. The legal context and the way that the range of organisations that work with young offenders plan and organise their work will be explored, with a particular focus on the Youth Justics Board, Youth Offending Teams, the Youth Court and the 'secture estate'. Different ways of responding to youth offenders will be outlined and analysed – including custodial and non-custodial disposals. The module will draw on recent research findings to understand and develop theoretical approaches. The importance of multi-professional working and 'joined up' thinking will be assessed.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures – semester 1	12	1
Seminars/Tutorials	6	4
Lectures – semester 2	12	1
Seminars/Tutorials	6	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2500 words	50%	Semester 1
Unseen paper	1 x 2 hours	50%	Semester 2

CHY 3022 **RESEARCH PROJECT**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate the ability to design an original research project having regard to principles of good design and ethics;
(2) Demonstrate the ability to search and analyse the literature in a specified area;
(3) Demonstrate the ability to collect and analyse empirical research data;
(4) Demonstrate the ability to assess and evaluate critically different types of evidence;
(5) Write a research report in an appropriate style.

Content:

This module provides an opportunity for students to complete an original investigate into an area of the course which is of particular interest to them. It forms the culmination of the various research methods to which students have been introduced in preceding modules, especially CHY 2032, 'Introduction to evidence-bases learning'. There will be, therefore, a requirement to identify an area of inquiry for the purposes of investigation. They will carry out a selected literature review to inform the investigation. The research will be designed according to relevant principles with due consideration to ethical concerns. An appropriate means of gathering evidence will be used to further the inquiry. The research in progress will be presented to peers. A final report will comprise a comprehensice account of the review of relevant literature, methods used, findings and an evaluation of the project.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Tutorials	8	1 to 1
Total hours:	8 per student	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research presentation to peers	20 minutes	15%	end of sem 1
Research report	1 x 4000 words	85%	end of sem 2

The research presentation to peers will be assessed according to criteria such as clarity and conciseness, not on the basis of context which will be assessed in the research report.

CHY 3034 **DISSERTATION**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate the ability to design an original research project having regard to principles of good design and ethics;
(2) Demonstrate the ability to search and analyse the literature in a specified area;
(3) Demonstrate the ability to collect and analyse empirical research data;
(4) Demonstrate the Ability to assess and evaluate critically different types of evidence in a sustained manner;
(5) Write a dissertation in an appropriate style.

Content:

This module provides an opportunity for students to complete an original investigation into an area of the whole course which is of particular interest to them. It forms the culmination of the various research methods to which students have been introduced in preceding modules, especially CHY2032, 'Introduction to evidence-based learning'. There will be, therefore, a requirement to indentify an area of inquiry for the purposes of investigation. They will carry out a selected, but fairly extensive, literature review to inform the investigation. The research will be designed according to relevant principles with due consideration to ethical concerns. An appropriate mean of gathering evidence will be used to further the inquiry. The research in progress will be presented to peers. A final report will comprise a comprehensive account of the review of relevant literature, methods used, findings and an evaluation of the project.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Tutorials	12	1 to 1
Total hours:	12 per student	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research Presentation to peers	20 minutes	15%	end of sem 1
Dissertation	1 x 8000 words	85%	end of sem 2

The research presentation to peers will be assessed according to such criteria as clarity and conciseness, not on the basis of content. The latter will be assessed in the dissertation.

Note: Permission from the Dean of Faculty is required for this module.

CHY 3042 **YOUNG PEOPLE AND DIVERSITY**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Evaluate relevant research and theory, and demonstrate their knowledge;
(2) Evaluate critically the strengths and weaknesses of various methodological and theoretical approaches to researching disability, ethnicity and other issues of diversity;
(3) Assess the complext interaction between genetic, environmental and soci-cultural processes in defining what is meant by 'diversity';
(4) Identify and debate current issues relating to young people with diverse experiences.

Content:

The course will attempt to introduce students to the language and terminology relating to the theme of 'diversity'. It will include analysis of the concepts of 'disability', 'social exclusion' and 'ethnicity'. For instance, models of disability such as the 'medical' and 'social' models will be considered. Some of the difficulties of carrying out research with young people with disabilities will be explored including the ethical and methodological challenges involved. 'Emancipatory' disability research will be evaluated. Issues associated with a variety of modes of social exclusion will be explored. Part of the module will be concerned with 'special educational needs' and in what way curriculum provision and support is, and ought to be, made available to pupils with scuh needs. There will be a study of young people with learning difficulties.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures – semester 1	12	1
Seminars/tutorials	6	4
Lectures – semester 2	12	1
Seminars/tutorials	6	4
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

ENG 1552 **WORDS ON THE STAGE**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module students will be able to

(1) Demonstrate awareness and understanding of the generic conventions of dramatic texts;
(2) Show an awareness of historical developments in drama;
(3) Analyse plays in performance and on the page;
(4) Demonstrate understanding of the dramatic form through creative performance.

Content:

For the duration of one semester, students will study the genre of drama, assess theatrical performance, and gain practical experience from preparing and acting in their own performances. The relation between drama and audience will be a key consideration. Students will undertake written adaptations from short stories and / or extracts of novels in order to learn about the elements of drama. A play currently in production will be selected for detailed analysis. After a theatre trip, students will write a review essay on the play. Students will then create and perform a short play, demonstrating what they have learned about the dramatic form. Texts are likely to be selected from Jane Austen, *Sense and Sensibility*; Daphne du Maurier, *Rebecca*.

For the duration of one semester, the history and theory of drama will be explored, through the study of plays representative of distinct developments in drama. Theoretical terms for the discussion of drama will be introduced, through practical application in student dramatisations; close study of play texts; and discussion of key terms and concepts. Texts are likely to be selected from Sophocles, *Oedipus Rex*; August Strindberg, *Miss Julie*, Vaclav Havel *Temptatio*n. Texts not written in English will be studied in translation.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio of written work	1 x 1500 words	30%	during sem 1or2
Performance		20%	during sem 1or2
Essay	1 x 2000 words	50%	during sem 1or2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of 1 x 2000 word essay.

ENG 1562 **WORDS ON THE PAGE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate understanding of the use of the following terms in the study of narrative: fantasy, fabulation, romance, realism, metafiction, history;
(2) Demonstrate understanding of features that contribute to significant interaction between form and content, including: plot, characterisation, voice, symbol, rhythm, metre, figurative devices, syntax and diction;
(3) Draw upon their common experience of a range of narrative and poetic texts, relating their work appropriately to cultural and social contexts;
(4) Discuss specific poems on the basis of an accurate and sensitive reading;
(5) Apply an understanding of a range of reading strategies, including recognition of genre and of 'voice' in poetry.

Content:

In Semester 1, students will focus on narrative and critical selections from the module anthology *Elements of Literature*. Their tasks will raise and clarify questions concerning the relations between narration, form, authorship and audience in narrative texts chosen from a range of periods and cultures.

In Semester 2, students will make a close study of the selected works of a group of poets from the early twentieth century, paying attention to the interaction of form and content, innovations in technique, and aspects of each poet's vision and interpretation of human experience, and issues raised by the 'modernist' debate. Concurrently, students will explore aspects of the poet's craft through a series of group exercises drawing on particular poems from various periods.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars	40	3
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio		20%	sem 1 & 2
Essay	1 x 1000 words	20%	end of sem 1
Exam	1 x 1 hour	20%	end of sem 1
Essay	1 x 1000 words	20%	end of sem 2
Exam	1 x 1 hour	20%	end of sem 2

Students are required to submit work for, and make a serious attempt at, all the above units of assessment in order to pass this module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of 1 x 1000 word essay (20%); 1 x 1 hour unseen paper (20%); and a portfolio of pieces of written work resulting from tasks set and completed during the one semester attended.

ENG 1572: **LANGUAGE IN THEORY, LANGUAGE IN CONTEXT**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) Demonstrate understanding of the basic building blocks of language (word classes, phrases, sentence structure) and ability to analyse a given sentence in these terms;
(2) Demonstrate understanding of a range of theoretical terms and critical models useful for the analysis and discussion of language in the context of a literary text;
(3) Demonstrate understanding of the various ways in which language can be critically analysed in terms of social, cultural and historical context and discussed in terms of relevant ethical and political issues;
(4) Research, prepare and present essays observing specific academic conventions.

Content:

The content of this module will be divided into four sections. In the first part students will complete a project designed to consolidate their understanding of and ability to analyse basic linguistic structures. In the second part the focus will shift towards analysis of the relation of language use to the varied social contexts of everyday use. In the third part students will acquire working definitions of some terms and concepts useful for the analysis and discussion of how language works in the context of a literary text (eg signs, metaphor / metonymy, binary opposition) and practise the application of these terms in the study of a selection of literary texts. In the final part students will focus on language in the context of a particular literary text and explore a range of different critical approaches (eg historicist, feminist, psychoanalytical) to the analysis of language in this text. Throughout the module there will be explicit reference to the development of research and study skills and observance of academic conventions in the presentation of assessed work.

Learning and Teaching:

Workshops will combine tutor input, supported by handouts, with learning activities involving small-group discussion followed by feedback to the whole group.

The maximum number of students in each workshop group will be 30.

Method	**Student Contact Hours**	**Number of Groups**
Seminars	40	3
Total hours:	40	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 1000 words	25%	during sem 1
Essay	1 x 1000 words	25%	end of sem 1
Essay	1 x 1000 words	25%	during sem 2
Essay	1 x 1000 words	25%	end of sem 2

Students are required to submit work for, and make a serious attempt at, all four units of assessment in order to pass this module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of 2 x 1000 word essays.

ENG 1742: WRITING PRACTICES 1: INTRODUCTION TO GENRE

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) communicate effectively and confidently in writing
(2) demonstrate an understanding of the role of language and genre in the creation of meaning
(3) analyse and comment on the formal and aesthetic dimensions of literary genres
(4) express a range of ideas in registers appropriate to genre, purpose and audience

Content:

In Semester 1, the focus will be primarily upon Academic and Expository Writing.
Based on the reading of literary texts, students will address issues of style, voice, structure, editing and presentation. Whilst the main area of study will be the literary essay, emphasis will be placed upon the transferable nature of writing skills.

In Semester 2, the focus will be primarily upon Creative Writing. Students will explore
the techniques of both prose narrative and verse, as well as interrogating the distinction between 'critical' and 'creative' writing.

Learning and Teaching:

The course will be taught in seminars, which will mainly make use of small-group workshop activities, supplemented by presentations by the tutor, informal presentations by students, and plenary discussion. Portfolios will be discussed throughout the course, and feedback will be offered to draw upon when preparing assessed essays.

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 1000 words	25%	end of sem 1
Essay	1 x 1000 words	25%	end of sem 2
Portfolio of coursework and reflective analysis	1 x 2000 word-equiv.	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of 1 x 1000 word essay (50%) and 1 x 1000 word-equivalent portfolio (50%)

ENG 1772 **ROOTS OF STORIES**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) Demonstrate understanding of literary form (eg epic conventions, narrative and poetry) in a range of classical and Biblical texts;
(2) Demonstrate understanding of technical features and key devices (eg gendered character types, narratives of divinity) in a range of classical and Biblical texts;
(3) Demonstrate awareness of the cultural contexts in which a range of classical and Biblical texts were produced;
(4) Discuss classical and Biblical texts in terms of a range of relevant ethical and literary issues (eg interpretation, translation, and the uses to which the texts have been put).

Content:

The module will offer students an introduction to material that lies at the roots of much of the literature they will be encountering over their three years of study. Two principal strands of influence can be identified, given that culture and education in English has been based until very recently on the Classics and the Bible. A knowledge of the root material enhances a full understanding of the many resulting references and imitations in English literature. This module aims to provide an opening into such knowledge and understanding.

Key extracts (in translation) from the works of ancient Greece and Rome will be studied, for example from Homer's epics the *Iliad* and the *Odyssey*, and Virgil's *Aeneid.* The context for these works will be considered, including for example the historical background; the epic form; classical education in England. Prominent episodes from the Bible will be considered, for example the fall of Adam and Eve; extracts from the Book of Revelation; and parables and events from the New Testament. Specialist terms will be explored, for example epic, heroic, biblical, translation, imitation, allusion, influence, myth, religion. Gendered and other structures will be explored, for example the male hero, prophet, warrior, patriarch; and female types representing virtue, wisdom, temptation, discord. The context of the Bible will be studied, for example the overall structure and genesis of the work; translation history; and interpretations of the Bible in European history.

Learning and Teaching:

Seminars will feature: tutor guidance; discussion within the whole group and in smaller groups with feedback to the whole group; and a range of other learning activities. Learning through these methods will be supported by handouts, and by preparation and reading before each seminar as directed by the tutor.

Method	**Student Contact Hours**	**Number of Groups**
Seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of 1 x 2000 word essay.

ENG 1802: CHILDREN READING

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of a range of literature for and about children
(2) demonstrate understanding of the use of key terms in the study of texts, particularly, narrative and poetry: e.g. realism, fantasy, irony, voice, plot, characterisation, and figurative devices;
(3) critically discuss poems and stories on themes relevant to children at Key Stages 1 and 2, on the basis of an accurate and sensitive reading;
(4) demonstrate understanding of the changing experience of children and of constructions of childhood across space and time;
(5) demonstrate an understanding of key critical debates, addressing literature for and about children

Content:

Sessions will focus on 'texts': e.g. picture books, myths and legends retold from oral traditions, fantasy stories, poems, and fiction which is either for children or in which the representation of children is a major element. Students will be introduced to a range of critical terms relevant to the study of this range of texts, and will have practice in applying these, as they examine works in relation to literary developments (e.g. Romanticism, realism), and to socio-cultural and political debates (e.g. education, gender, ethnicity). Students will be encouraged to examine the arts that bring books within the circle of a child's awareness, in both literary form and illustration, and through storytelling, and reading aloud.

Learning and Teaching:

Learning and teaching methods will combine lectures and workshops. A considerable amount of group work will be required of students both in sessions and in preparation for informal class presentations. A portfolio of short written pieces will support the development of essay-writing skills.

Method	Student Contact Hours	Number of Groups
Lectures/workshops	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Essay	1 x 2000 words	50%	end of sem 2
Portfolio		Pass/Fail	Sem 1&2

ENG 1812 **COMMUNICATION SKILLS AND KNOWLEDGE ABOUT LANGUAGE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate competence as a writer and speaker, using a variety of forms and genres, for different purposes and audiences
(2) Analyse examples of language use, applying a range of linguistic concepts and terms
(3) Carry out and report on a small linguistic research project
(4) Evaluate their own communication skills and edit their written work to improve its effectiveness and accuracy to the standard specified by the QCA for Communication Skills Level 3

Content:

During Semester 1 students will consolidate their knowledge about language by learning, through a series of practical exercises, to apply a range of linguistic concepts and terms to the analysis of language use, taking context and genre into account as appropriate. Concepts and terms will be cross-referenced to examples of how children learn to use language. Towards the end of the semester students will work on group research projects which they will then write up individually.

During Semester 2 students will continue to add to the portfolio of exercises they completed during Semester 1. They will complete a series of exercises to develop their writing and editing skills; this will include revising and correcting their research report from Semester 1; also some creative writing exercises. Towards the end of the semester students will work towards completion of an oral presentation, simulating a meeting to demonstrate their communication and group work skills and then reviewing a video of their performance.

The emphasis throughout the module will be on development of the transferable skills of communication, analysis, group work and improvement of own performance specified in the programme objectives designated (T).

Learning and Teaching:

A variety of different methods will be used, which may include: tutor presentation, group discussion, completion of exercises, informal presentation by students. Video will be used to review the presentations towards the end of Semester 2.

Method	**Student Contact Hours**	**Number of Groups**
Workshops	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research Report	1 x 2000 words	50%	end of sem 1
Presentation		50%	end of sem 2
Portfolio		Pass/Fail	sem 1&2

The requirements for a pass in assessment by Portfolio will be clearly specified, both for individual exercises and for the Portfolio as a whole,
and will correspond to the standards specified in the module objectives.

Students must complete the Porfolio to the standard specified for a pass in order to gain credit for the module.

ENG 1842: **WRITING, PERSUASION AND PERFORMANCE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Analyse the rhetorical component of speeches and monologues in a range of different kinds of writing
(2) Write speeches and monologues, showing understanding of elements such as subject position, construction of argument and recognition of audience
(3) Demonstrate oral proficiency in persuasive speech and dialogue
(4) Show understanding of secondary sources for the analysis of rhetoric and debate

Content:

Students will study political speeches, in multi-media format. They will be introduced to the theory of rhetoric, dating from classical antiquity. Speech-making and debates will be the topic in Semester 1, with students studying speeches, and constructing speeches as part of debates on seminal cultural topics. In Semester 2, students will study monologues and dialogues, seeing the projection of character as a kind of rhetoric. They will consider theoretical positions such as the implied author, the implied reader. They will explore the cross-over between text and performance. They will be able to write and perform monologues of their own, with a strong persuasive component.

Students will acquire skills in speaking and in articulating argument in a debating situation. They will learn about making a case, providing supporting evidence, and the importance of language and style in persuasion – this element will be useful for future essay-writing, as a skill for work and life, and in training for other English modules. They will learn the value of keeping a continuing reflective look at ongoing work by writing up each seminar.

Learning and Teaching:

Learning and teaching methods will combine seminars, creative writing workshops and self-directed reading and writing. Peer feedback and tutor feedback on creative writing exercises will be given throughout the year.

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:		

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 1200 words equiv.	30%	sem 1&2
Essay	1 x 1600 words	40%	sem 2
Oral performance		30%	sem 1&2

ENG 2012: **PROFESSIONAL ATTACHMENT**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module students will be able to demonstrate:

(1) that they are able to apply the understanding and skills gained during college-based academic studies in a professional situation;
(2) that they are able to relate their experience in the workplace to the understanding and skills gained during college-based academic studies;
(3) that they have understood the aims, procedures and activities of an organisation the work of which can be related to their study of language and literature;
(4) that they have made a satisfactory contribution to the work of the organisation.

Content:

Students will undertake professional work experience based on one of three different models which will be chosen by the module co-ordinator on the basis of the needs of the student and the availability of suitable attachments. The three models are: on-site traditional attachment which it is anticipated most students will take; combined on-site professional experiences incorporating specific projects; and mainly off-site professional projects undertaken for a specific company or organisation.

Learning and Teaching:

Individual Tuition: 2 hours pre and post attachment briefing with tutors

Assessment:

At the conclusion of the attachment the College tutor will make an assessment of the student's performance (ie 'Pass' or 'Fail'). This will be based on information obtained directly by the tutor as well as an employer's report. In addition students will normally undertake a specific project related to the organisation's needs and provide a written report not exceeding 3000 words. Where the particular conditions of the work experience make it impractical for the student to undertake a specific project the student will, subject to the module tutor" approval, submit a detailed study evaluation on a topic related to the specific organisation (3000 words).

A 'Pass' grade in both practical work and the written report is required for the award of credits for this module and progression to Level 3.

ENG 2522: **LITERARY PERIOD: THE MIDDLE AGES**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate basic understanding of the history of the English language in the Old and Middle English periods;
(2) apply knowledge of the early history of the language to the critical examination of a range of specified texts from the Old English and Middle English periods;
(3) analyse medieval texts on the basis of an accurate and sensitive reading, informed by scholarship and up-to-date critical investigation;
(4) demonstrate awareness of the changing cultural conditions in which these texts were produced, and discuss specified texts in relation to these contexts.

Content:

Students will be introduced to Chaucer's work, making a close study of *The General Prologue* and several examples from The *Canterbury Tales*. Students will also be introduced to another major Middle English writer, the Gawain-poet. Alongside the study of topics in the early history of the language, students will also explore a range of Old and Middle English texts, including some Anglo-Saxon poetry, and examples of early and later Middle English prose and poetry. Careful attention will be given to establishing an appropriate balance between challenge and support in providing opportunities for students to read some texts and parts of texts in Old and Middle English.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/Seminars	40	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2000 words	50%	End of Sem 1
Unseen paper	1 x 2 hrs	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 2542: **LITERARY PERIOD: THE RENAISSANCE**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module students will be:

(1) able to read, interpret and discuss Renaissance texts, including language, form, genre;
(2) aware of the cultural and historical contexts;
(3) aware of the sources and antecedents employed by Renaissance writers;
(4) able to demonstrate understanding of relevant scholarly material such as recent critical debate, critical theory, and the history of criticism.

Content:

Students will be directed to study a selection of Shakespeare's plays and a selection of drama and poetry of the Sixteenth and Seventeenth Centuries. Weekly sessions will involve close textual analysis, the study of the cultural context and debate about theoretical and interpretative issues such as performance, twentieth-century theory, the history of criticism and questions of canonicity and literary value. Video material will be included, showing different productions of the same plays. A perspective will thus be gained on the richness and variety of the texts produced in this period; on cultural and historical conditions of the period; on current cultural assumptions and on the nature of reading itself. Consideration of genre, gender and theory will be an integral part of the course.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures/Seminars	40	2
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	End of Sem 1
Unseen paper	1 x 2 hrs	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 2582: WOMEN WRITERS

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a critical appreciation of a selection of work by a range of writers of prose, poetry and drama
(2) Demonstrate an understanding of the ways in which writing by women has responded to their social, cultural and economic contexts
(3) Analyse and comment on the relationships between gender and genre, and gender and language
(4) Demonstrate an awareness of, and formulate responses to, some of the key critical debates over women's writing

Content:

1. Nineteenth-Century Poetry

Students will make a close study of the selected works of a group of poets: eg. Elizabeth Barrett Browning, Emily Dickinson, Christina Rossetti, Emily Bronte. Discussion will include analysis of the assumptions that shaped the socio-cultural context, and of the strategies used by each poet to negotiate gender and genre, gender and language. Students will also pay attention to the assumptions which shape current critical interest in this work.

2. Nineteenth-Century Fiction

Students will examine the strategies by which female writers in this period negotiated gender and prose fiction, and gender and language. They will also consider the socio-economic contexts in which these women wrote, and examine how they dealt with issues such as marriage, property, and self-determination in their work. Students will make a close critical study of selected works by nineteenth-century novelists, e.g. Jane Austen, Charlotte Brontë, George Eliot and Charlotte Perkins Gilman.

3. Twentieth-Century Poetry and Drama

Students will make a close study of the selected works of a group of poets: eg. Sylvia Plath, Stevie Smith, Charlotte Keatley, Caryl Churchill. The module will address innovation and diversity in the use of language and literary form in relation to questions of identity, family relationships, including motherhood, sexuality, spirituality, and friendship.

4. Twentieth-Century Fiction
This part of the course will explore the diversity of writing by women in the twentieth century. Students will critically examine ways in which women from different cultures have sought to articulate very different experiences in prose, considering the ways in which they have used language and literary form to radical effect. Students will make a close critical study of selected works by twentieth-century novelists, e.g Virginia Woolf, Toni Morrison, Margaret Atwood, Angela Carter, and Anita Desai.

Learning and Teaching:

The course will be taught in seminars which will make use of a number of teaching and learning methods, including: presentations by the tutor, exercises in groups, informal presentations by students, and plenary discussions.

The course has been designed with flexibility in mind, to ensure best use of staff time.
It may be taught in the following combinations: poetry in semester 1 and prose fiction in semester 2; or nineteenth-century writers in semester 1 and twentieth-century writers in semester 2.

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	25%	end of sem 1
Essay	1 x 2000 words	25%	end of sem 2
Essay	1 x 1000 words	25%	during sem 2

Essay	1 x 1000 words	25%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of 1 x 2000-word essay.

ENG 2722: WRITING AND WAR

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate an understanding of diverse ideologies concerning war, as revealed through a range of literary and other texts, and debate their ethical implications;
(2) analyse the key ways in which the varying experiences of war have been expressed, described, and evaluated across a range of historical periods;
(3) interrogate the ways in which language can constitute a crucial and active element in conflict;
(4) assess the relevance of a range of literary and other texts concerning war to contemporary conflict.

Content:

Students will read a range of poetry, fiction, and non fiction relating to such diverse experiences of war as fear, pride, horror, aesthetic wonder, exhilaration, and ethical abandonment. The texts to be studied will range between Old English works (in translation) to the 21st Century and the course will entail the exploration of thematic strands which transcend historical boundaries. Themes to be addressed may include heroism and cowardice; imperialism and nationalism; justification and objection; strategy and force; individuality and brotherhood; technology and the body; describing and intervening; psychology and command, and the ethical dilemmas of conflict. Underpinning these thematic strands will be two key theoretical components: a) close linguistic analysis of the language of war: political spin; jargon, hate-speak; comrade-talk; and the communication of 'experience beyond words' and b) the theoretical/rhetorical construction of the 'enemy' – either as an 'inhuman' entity beyond the borders or as a 'cancerous' form hidden within.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 1500 words	30%	end of sem 1
Essay	1 x 2000 words	50%	during sem 2
Oral Presentation		20%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of 1 x 2000 word essay.

ENG 2732: CONSTRUCTIONS OF GENDER

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate knowledge and critical appreciation of a range of works, by women and men, in different genres;
(2) demonstrate understanding of the ways in which gender may be constructed in writing;
(3) demonstrate understanding of some of the key debates concerning literature and gender and language and gender;
(4) demonstrate understanding of the impact of social, cultural, and economic contexts on the construction of gender in literary works;
(5) apply key theories concerning language and gender to the critical study of a selection of texts.

Content:

In semester 1, students will be introduced to key theories concerning literature and gender, and language and gender, including *écriture feminine* and other feminist literary theories, queer theory, performance theory, and relevant pieces from scholarship on masculinities. The theories will be introduced in presentations by the tutor, and illustrated by case-studies of selected texts which will be discussed by students in class. In semester 2, the emphasis will shift towards giving detailed critical attention to a range of writings by both women and men, reading them in the light of the theories that have been introduced. Texts will be taken mainly from the 20th century, including writing by, for example, D H Lawrence, Gertrude Stein, Adrienne Rich, Jeannette Winterson and Irving Welsh.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 1500 words	30%	end of sem 1
Essay	1 x 2000 words	50%	during sem 2
Oral Presentation		20%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of 1 x 2000 word essay.

ENG 2742: WRITING PRACTICES II: EXPLORATIONS IN GENRE

Credit value: 20
Pre-requisites: Must pass ENG1742
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an understanding of a range of literature dealing with love, loss, childhood and myth;
(2) analyse the different ways in which writers have responded to these perennial themes;
(3) use this understanding and analysis to explore the relationship between subject and genre in their own original writing in response to these themes
(4) discuss the process of writing by drawing parallels between the genres of published work studied during the module and their own creative practice

Content:

The module builds on Writing Practices I and combines literary study and creative writing in order to introduce students to an important group of recurring themes in literature. Students will study a range of poetry and prose themed around transition and transformation. Within this broad area students will read and analyse poetry and prose dealing with love, loss, childhood and myth. The myth element will focus on Ovid and on myths dealing with love, loss and childhood. The texts studied will form the basis of writing exercises which will culminate in the production of a sustained (2000-word or equivalent) body of original writing.

Learning and Teaching:

Learning and teaching methods will combine seminars, creative writing workshops and self-directed reading and writing. Peer feedback and tutor feedback on creative writing exercises will be given throughout the year.

Method	Student Contact Hours	Number of Groups
20 x 2hr seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed creative writing	1 x 1250 words	30%	end of sem 1
Extended creative writing	1 x 2000 words or equiv.	50%	end of sem 2
Critical commentary	1 x 750 words	20%	end of sem 2

Students who have not gained credits for the pre-requisite module ENG 1742 Writing Practices I will be required to complete a specified diagnostic piece of creative writing before they will be permitted to register for the module.

ENG 2772: **THE CHILD AND THE BOOK**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate knowledge of a range of literature for and about children;
(2) apply, in analysis of texts, an understanding of the changing conceptualisation of children and childhood across differing historical, political and socio-cultural contexts;
(3) demonstrate an understanding of the changing relations between children and book, considered in both a historical and a developmental perspective;
(4) demonstrate an understanding of key critical debates, addressing literature for and about children.

Content:

Students will make a close study of a historical range of literature (including oral traditions) which is either for children or in which the representation of children is a major element. They will consider texts in which fictions of the self represent growth and development as a consequence of overcoming situational constraints, and they will consider ways in which disability has played a significant part in children's literature. Students will be encouraged to examine works in relation to literary development (eg Romanticism, realism) and to socio-cultural and political debates (eg education, disability). Students will be encouraged to examine the arts that bring books within the circle of a child's awareness, in both literary form and illustration.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Essay	1 x 2000 words	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of 1 x 2000 word essay.

ENG 2782: **WORLD WRITING IN ENGLISH**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate knowledge of a specified range of literary texts produced by at least two English-speaking cultures (outside the UK and Ireland);
(2) demonstrate detailed knowledge and understanding of at least one literary text from each of these two cultures;
(3) discuss the relation of these texts to their relevant personal, cultural and political contexts;
(4) demonstrate awareness of the range of critical perspectives on the specified works and the nature of recent critical debate surrounding them;

Content:

Students will study an appropriate selection of literary texts from at least two different English-speaking cultures. Selections may be made , for example, from American, Caribbean, Indian, Australian or African literature, and may include works of drama, fiction or poetry, according to student interest as well as staff experience.

For each range of texts studied students will be encouraged to: explore the relationship between the literary works and their relevant personal, historical and cultural contexts; consider the significance of the choice of literary genre for each text; draw comparisons between works within and across different English-speaking cultures; and make themselves aware of the critical tradition and the nature of recent critical debate surrounding each text.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	End of Sem 1
Assessed essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 2812 **ENGLISH RESEARCH AND ESSAY-WRITING WORKSHOP**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) Make effective use of a broad range of library and ICT resources to find critical essays and other information relevant to a particular literary topic;
(2) Read and evaluate this material, show understanding of its context, and summarise its contribution to critical debate on the topic;
(3) Present a short oral report on their reading and research, using appropriate audio-visual and IT resources;
(4) Engage in critical debate in their own essays, summarising and quoting from other critical essays and discussing the implications for their own argument;
(5) Demonstrate understanding of the principles of good scholarship and effective communication in the production of a critical essay.

Content:

During Semester 1 students will complete a series of exercises (some assessed via portfolio) designed to develop and consolidate the subject-specific skills of research, analysis, argument, critical debate and scholarly presentation to which they were introduced at Level 1. Tasks will include: revising and correcting a Level 1 essay in light of tutor feedback; using TASC library stock and the English e-library to research a specific topic and report back on findings; formulating critical questions appropriate for particular topics; summarising existing critical debate on a topic; exercises in proof-reading and in identifying examples of poor scholarship. Most of these tasks will be focused on the study of two literary texts which have become canonical in the sense that they have been subject to a wide range of different interpretations and discussions since they were first published, so there is a lot of critical material available to be found and evaluated.

During Semester 2 students will develop their understanding of literary theory, and reflect on their practice as critical readers and essay-writers, through case studies of two more canonical texts. In each case a range of different interpretations of the text will be discussed and evaluated; and the theoretical principles determining the different approaches will be explored. During the semester students will complete a further series of exercises designed to develop their essay-writing skills. This will culminate in the planning and completion of a critical essay on one of the texts studied, accompanied by a paragraph-by-paragraph gloss making explicit how each paragraph in the essay contributes to the development of the argument.

The four main texts to be studied will be taken from the three periods of literary history which are studied as part of the English core at Level 3. Thus there will be at least one text from the period of 'Classicism and Romanticism' (eg 'The Ancient Mariner'); at least one text from the nineteenth century (eg *Wuthering Heights*, 'Goblin Market'); and at least one text from the twentieth century (eg Conrad, 'The Secret Sharer'). There will also be opportunities throughout the module or students to research and experiment with the application of the various critical approaches to other texts, including some less 'canonical', from the same periods.

Learning and Teaching:

Seminars will combine tutor input with analysis and discussion of texts and a range of practical exercises and learning activities, including some involving library-based research. Assessment presentations will take place in class. Learning will be supported by handouts and by preparation and reading in advance as directed by the tutor.

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio		30%	end of sem 1
Oral presentation	5-10 minutes	20%	during sem 1
Essay	1 x 2000 words	50%	end of sem 2

ENG 2822: MAGICAL REALISM IN WORLD FICTION

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the genre of magical realism in a range of twentieth-century magical realist texts, including Latin American fiction (to be studied in translation) and fiction originally written in English
(2) Demonstrate knowledge and understanding of themes and literary techniques characteristic of magical realist fiction, and present a detailed comparative analysis of the function and effects of magical realist techniques in a selection of individual texts
(3) Discuss the relation of these texts to their relevant social, cultural and political contexts
(4) Demonstrate awareness of the range of critical perspectives on the specified texts and the nature of recent critical debate surrounding them

Content:

Students will develop an overview of the magical realist genre through study of an appropriate selection of literary texts from Latin America alongside a selection of texts written in English. In the first half of the module, students examine the beginnings of the genre in Latin American fiction and its rise to prominence in the work of writers such as Gabriel García Márquez and Isabel Allende, Alejo Carpentier and Laura Esquivel. Students will analyse and reflect on the development of magical realism as a mode of representing the cultural, social and political extremes of Latin America reality, and will consider the genre in relation to relevant debates in postcolonial studies. Students then go on to examine magical realism as it has been developed and adapted by writers from a range of English-speaking cultures, and especially in postcolonial and postmodern fiction. Examples may include work by writers such as Salman Rushdie, Ben Okri, Angela Carter, Jeannette Winterson, and Toni Morrison.

For each range of texts studied, students will develop knowledge and understanding of relevant social, cultural and political contexts, and will examine how the writers in question make use of magical realist techniques to represent and respond to these contexts. Students will also draw comparisons between works within and across different cultures, and engage with the critical tradition and recent critical debates surrounding each text.

Learning and Teaching:

The course will be taught in seminars which will make use of a number of teaching and learning methods, including: presentations by the tutor, exercises in groups, informal presentations by students, and plenary discussions.

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	end of sem 1
Assessed essay	1 x 2000 words	50%	end of sem 2

Latin American fiction will be studied in published English translations

ENG 2842 **LIFE WRITING: WRITING THE SELF, WRITING OTHERS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) Demonstrate an understanding of a range of literature dealing with autobiography and biography
(2) Analyse the ways in which different writers have approached and structured personal narrative
(3) Demonstrate an understanding of how non-fictional forms can be used for innovation in life narrative
(4) Gain a greater understanding of the structuring of narrative through the development of parallels between published writing and their own creative practice
(5) Apply the above in researching and writing a life narrative

Content:

Semester 1: Autobiography – writing the self
Students will begin the module with a range of writing exercises that will help them think about different ways of writing the self. They will then work with a range of published texts and use these as starting points to explore autobiography.

Semester 2: Biography – writing others
In Semester 2 students will apply what they have learned about autobiography to writing about the lives of others, working with published texts, writing exercises and methods for researching and representing life stories. Towards the end of the module they will work on a two-part project of their own choosing: (a) researching and writing a particular life narrative and (b) relating their completion of this project
to a relevant published text which may serve as a model for the project.

Learning and Teaching:

Learning and teaching methods will combine seminars, creative writing workshops and self-directed reading and writing. Peer feedback and tutor feedback on creative writing exercises will be given throughout the year.

Method	Student Contact Hours	Number of Groups
20 x 2 hour seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 1000 word equiv.	40%	end of sem 1
Life Narrative	1 x 1500 words	30%	end of sem 2
Essay	1 x 1500 words	30%	end of sem 2

ENG 3522 **LITERARY PERIOD: NINETEENTH-CENTURY LITERATURE**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a detailed knowledge of a range of nineteenth century texts;
(2) analyse and discuss texts from the period in terms of their relation to particular social/cultural debates of the period;
(3) analyse and discuss texts from the period in terms of the relation of content to form and literary genre;
(4) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content:

In Semester 1, students will develop an overview of the period through the study of a range of representative texts, focusing on such topics as: the construction of the self (Selfhood and Society); the quest for humane values in a newly industrial society (The Condition of England); and the Victorian 'tendency to retrospection', a critical examination of Victorian texts that revisit the past.

In Semester 2, students will explore in greater depth issues relating to key tensions in the culture of the period: tensions between growth of self and social expectations ('The Woman Question' - desire and duty); questions arising from the attempt to understand the human-being's place in the universe (Faith and Doubt); later 19C debates generating new understandings of 'modernity' both in public and in private life (Modern Life / Modern Love).

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	24	1
Seminars/Tutorial	24	4
Total hours:	48	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 1250 words	25%	End of Sem 1
Assessed essay	1 x 2500 words	50%	During Sem 2
Unseen paper	1 x 1 hour	25%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2500 word essays.

ENG 3532 **LITERARY PERIOD: CLASSICISM AND ROMANTICISM**

Credit Value: 20
Semesters 1&2

Objectives

On successful completion of this module students will be able to:

(1) demonstrate detailed knowledge of a range of specified literary texts from the eighteenth and early nineteenth centuries;
(2) analyse and discuss selected texts in terms of their relation to particular social/cultural debates of the period;
(3) analyse and discuss texts from the period in terms of the relation of content to form and literary genre;
(4) analyse and discuss texts from the period in terms of the opposition Classicism/ Romanticism;
(5) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content

Students will study a range of literary texts from the eighteenth and early nineteenth centuries, including: Alexander Pope, 'Essay on Criticism'; selected poetry and prose of Samuel Johnson; Henry Fielding, *Joseph Andrews*; Jane Austen, *Sense and Sensibility*; Wordsworth and Coleridge, *Lyrical Ballads*; selections from Keats and Shelley; Mary Shelley, *Frankenstein*. Students will analyse these texts in relation to their relevant personal, intellectual, cultural and political contexts; and in terms of the opposition Classicism / Romanticism. They will be encouraged to apply this opposition in their own further reading and critically assess its relevance as an analytical framework.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	24	1
Seminars	24	2
Total hours:	48	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Essay	1 x 1250 words	25%	End of Sem 1
Assessed Essay	1 x 2500 words	50%	During Sem 2
Unseen Paper	1 x 1 hour	25%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2500 word essay.

ENG 3542 **LITERARY PERIOD: TWENTIETH-CENTURY LITERATURE**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate detailed knowledge of a range of twentieth century texts;
(2) analyse and discuss selected texts in terms of their relation to particular social/cultural debates of the period;
(3) analyse and discuss texts from the period in terms of the relations of content to form and literary genre;
(4) analyse and discuss texts from the period in terms as appropriate of 'Modernism' and 'Postmodernism';
(5) write critically and sensitively on topics of their choice, drawing on a wide range of reading.

Content:

Students will develop an overview of the period of "modernism", through a range of representative texts and reflect on modernism and postmodernism as foregrounded against concepts such as realism and authenticity, modernity and postmodernity. Students will focus initially on such topics as the supposed uniqueness of modernist texts, the changes modernism has made to the later reception of verse and narrative, and some parallel movements in the sister arts. Students will then go on to examine literary varieties of postmodernism in the socio-historical context of the post-war world.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	24	1
Seminars	24	2
Total hours:	48	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 1250 words	25%	End of Sem1
Assessed essay	1 x 2500 words	50%	During Sem 2
Unseen paper	1 x 1 hour	25%	End of Sem2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2500 word essays.

ENG 3552 **THE MIDDLE AGES II: MANKIND, THE ROSE AND ST. TRUTH**

Credit value: 20
Semester Offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate detailed knowledge and understanding of a range of texts from the mediaeval period not previously covered in the core module Literary Period: The Middle Ages;
(2) analyse and discuss selected texts from the period in relation to relevant intellectual and cultural contexts and literary conventions of the period;
(3) discuss different ways in which the human experience of love has been explored in mediaeval literature;
(4) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content:

Students will make a close study of a range of medieval texts that analyse the human experience of love, examining the conventions used to explore such major themes as sexual love in courtship and marriage; destructive forces, including betrayal and the ravages of time; social love and the dream of a justly ordered society; the revelation of a divine love.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars	24	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2000 words	50%	End of Sem 1
Assessed essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 3562 **THE RENAISSANCE II: LOVE, BODY AND SOUL**

Credit Value: 20
Semester Offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate detailed knowledge and understanding of Ovid's *Metamorphoses,* (in translation) and a range of Renaissance texts written in the context of imitation of the Classics and not previously covered in the core module Literary Period: The Renaissance;
(2) discuss and analyse Renaissance love poetry in relation to relevant intellectual and cultural contexts and literary conventions of the period;
(3) discuss and analyse different ways in which secular, spiritual, religious and physical love have been represented in poetry;
(4) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content:

The module will explore the significance of the term 'Renaissance' (rebirth) in terms of imitation in English of the Classics and of more recent European material. It will inquire into the level of influence of Graeco-Roman and European writers on the development of poetic genres in Britain in the Renaissance. The sonnet will be examined in the light of Petrarch's legacy. The Ovidian epyllion will be studied alongside extracts from Ovid, the principal source for this genre. Students will read Ovid's *Metamorphoses*, some Platonic material, and other relevant texts. Literary features such as the iconic and the emblematic will be studied. The dominating theme will be love, both spiritual and physical. The dynamic created by the fusion of pagan and Christian material will be explored. Treatment of the earthly and the bodily will be considered in conjunction with conceptions of the ideal. Students will be encouraged to seek out the use of Ovid, both overt and obscure, in Renaissance texts, and to consider the cultural implications of these and other imitations. All texts not written in English will be studied in translation.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars	24	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed assignment	1 x 2000 words	50%	End of Sem 1
Assessed assignment	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 3572 **CLASSICISM AND ROMANTICISM II: SATIRE AND SUBJECTIVITY**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate detailed knowledge and understanding of a specified selection of satirical and autobiographical texts, from the eighteenth and early nineteenth centuries, not also covered by the core preference module Literary period: Classicism and Romanticism;
(2) discuss and analyse two or more of these texts in relation to relevant intellectual and cultural contexts and literary conventions of the period;
(3) discuss and analyse different approaches to satire and/or the representation of subjectivity in texts from the period;
(4) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content:

In Semester 1 students will study a selection of statements about satire and extracts from satirical writings by a range of classical (in translation) and neo-classical authors; and will focus particularly on works by Pope, Swift and Sterne. In semester 2 students will go on to study the representation of ideas of selfhood and subjectivity in a range of 'Romantic' texts, focussing particularly on Wordsworth's *The Prelude* and Byron's *Don Juan*.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	24	1
Total hours:	24	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	End of Sem 1
Assessed essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 3582 **NINETEENTH-CENTURY LITERATURE II: TWO VICTORIAN WRITERS**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) demonstrate substantial and detailed knowledge of a range of writings, not also covered in the core module Literary Period: Nineteenth-Century Literature, by two specified Victorian writers;
(2) discuss and analyse a selection of texts by each author in relation to relevant personal, intellectual and cultural contexts and the literary conventions of the period;
(3) discuss and analyse the treatment within these texts of topics particularly relevant to the specified authors;
(4) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content:

This module offers students the opportunity to study the work of two authors in more detail and at greater length than the Literary Period module allows. Students will make a close study of a range of writings by each writer. They will be encouraged to examine their work in relation to aspects of the Victorian socio-cultural context, and from a range of critical perspectives. Students will be expected to read a substantial body of the writings of each author. The Victorian writers specified for this module are: Oscar Wilde, George Eliot.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	24	1
Total hours:	24	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	End of Sem 1
Assessed essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 3592 **TWENTIETH-CENTURY LITERATURE II: TWO MODERNIST WRITERS**

Credit value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) demonstrate detailed knowledge and understanding of an appropriate range of writing, not also covered in the core preference module Literary Period: Twentieth-Century Literature, by two specified twentieth-century authors;
(2) discuss and analyse a selection of texts by each author in relation to relevant personal, intellectual and cultural contexts and the literary conventions of the period;
(3) discuss and analyse the treatment within these texts of topics particularly relevant to the specified authors;
(4) write critically and sensitively on topics of their choice, drawing on a wide range of reading and showing awareness of critical debate.

Content:

This module offers students the opportunity to study the work of two authors in more detail and at greater length than the Literary Period module allows. Students will make a close study of a range of writings by each writer. They will be encouraged to examine their work in relation to literary and theoretical developments (eg modernism, postmodernism) and to socio-cultural and political debates (eg post-colonialism, multiculturalism, censorship). Students will be expected to read a substantial body of the writings of each author. The twentieth-century writers specified for this module are: James Joyce and Virginia Woolf.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	24	1
Total hours:	24	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 2000 words	50%	End of Sem 1
Assessed essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 2000 word essay.

ENG 3672 **LITERATURE AND CHILDREN: TRAILING CLOUDS OF GLORY?**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) demonstrate knowledge of a range of literature for and about children;
(2) compare and contrast literary (and other) representations of children;
(3) apply, in analysis of texts, an understanding of the conceptualisation of children and childhood in differing historical, political and socio-cultural contexts;
(4) demonstrate an understanding of critical debates about the role of books in the construction of childhood;
(5) reflect on the arts and skills involved in presenting texts to children at different stages of development and within a range of contexts;
(6) present, orally and / or audio-visually, the findings of a small literary research project.

Content:

Students will make a close study of an historical range of literature (including oral traditions) which is either for child readers or in which the representation of children is the major element. Students will be encouraged to examine works in relation to literary developments (eg, romanticism, realism) and to socio-cultural and political debates (eg, Freudianism, child abuse). Through a series of workshops, students will be encouraged to examine the arts that bring books within the circle of a child's awareness, particularly story-telling and illustration. As part of the assessment, students will be required to present, orally and / or audio-visually, the results of textual analysis of representations of childhood.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed Essay	1 x 1500 words	40%	End of Sem 1
Assessed Essay	1 x 1500 words	40%	End of Sem 2
Oral Presentation		20%	During Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of completion of 1 x 1500 word essay.

ENG 3682 **THE AGE OF SHAKESPEARE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be:

(1) able to read, interpret and discuss Renaissance texts
(2) aware of the variety of genres used in this period
(3) aware of the cultural conditions in which the texts were produced
(4) aware of the sources and antecedents employed by Renaissance writers
(5) able to understand the historical background
(6) able to address theoretical and interpretative issues such as performance, twentieth-century theory, the (7) history of criticism and questions of canonicity and literary value.

Content:

Students will study a selection of Shakespeare's plays and drama and poetry of the Seventeenth Century. A play or a selection of poetry will be examined each week, providing the opportunity for detailed analysis and close reading of texts, while at the same time providing a perspective on the richness and variety of the period. Genre, gender and theory will be an integral part of the course.

Learning and Teaching:

Plenary sessions will combine elements of lecture presentation (supported by audio-visual resources) with group discussion, seminar presentations and essay practice.

Method	**Student Contact Hours**	**Number of Groups**
Plenary sessions	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2000 words	50%	end of sem 1
Unseen exam	1 x 2 hours	50%	end of sem 2

ENG 3702 **ENGLISH RESEARCH REPORT**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) define a literary research topic suitable for a 5000-word report;
(2) demonstrate understanding and appropriate research skills in handling a range of primary and secondary material relevant to the topic;
(3) demonstrate awareness of relevant contexts, both socio-cultural and theoretical, for the topic;
(4) produce a piece of coherently argued writing, supported by appropriate scholarly apparatus, making a valid contribution to critical debate on the topic.

Content:

Students will define a topic of their choice, in consultation with an appointed member of staff; formulate a proposal; conduct a detailed investigation of the topic, under the supervision of the appointed member of staff; and complete a critical essay on the topic, appropriately presented and supported by scholarly apparatus.

The student has an opportunity to develop a specialist study of the works of a particular writer, or to examine a group of related writings. The topic will normally relate to one of the five periods covered by the Level 2 and Level 3 Literary Period modules.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	3	1
Individual Tuition	3	20
Total hours:	6	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 5000 words	100%	end of sem 2

ENG 3714 **ENGLISH DISSERTATION**

Credit Value: 40
Semesters offered: 1&2

Objectives:

On successful completion of this module, students will be able to:

(1) define a literary research topic suitable for a 10,000 word report;
(2) demonstrate understanding and appropriate research skills in handling a range of primary and secondary material relevant to the topic;
(3) demonstrate awareness of relevant contexts, both socio-cultural and theoretical, for the topic;
(4) produce a piece of coherently argued writing, supported by appropriate scholarly apparatus, making a valid contribution to critical debate on the topic.

Content:

Students will define a topic of their choice, in consultation with an appointed member of staff; formulate a proposal; conduct a detailed investigation of the topic, under the supervision of the appointed member of staff; and complete a critical essay on the topic, appropriately presented and supported by scholarly apparatus.

The student has an opportunity to develop a specialist study of the works of a particular writer, or to examine a group of related writings. The topic will normally relate to one of the five periods covered by the Level 2 and Level 3 Literary Period modules.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Seminars	3	1
Individual Tuition	6	20
Total hours:	9	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 10,000 words	100%	end of sem 2

ENG 3742 **WRITING PRACTICES 3: EXPERIMENTS IN GENRE**

Credit value: 20
Pre-requisites: Must pass ENG2742
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) identify and analyse avant-garde, innovative or experimental practices in a range of post-1950 writing from different genres;
(2) Demonstrate an understanding of the recent (post-1950) history and theory of the avant-garde;
(3) Demonstrate an understanding of the relationship between theoretical ideas, generic conventions, and writing practice;
(4) develop their own experimental writing practice which will lead to the writing of their own innovative work.

Content:

The module builds on Writing Practices 1 and 2 and combines literary study and creative writing in order to introduce students to theory of the avant-garde; and to the concept and practice of experimental writing in poetry and prose. Students will study a range of post-1950 literary and theoretical texts in order to grasp some of the key aspects of twentieth-century and twenty-first century experimental writing. Through making class presentations on aspects of the avant-garde and producing exercises related to a range of experimental writing practices, students will gain a broad picture of the avant-garde and its impact on twentieth-century and twenty-first century literature. These exercises will form the basis for a sustained body (3000 words or equivalent) of original writing.

Learning and Teaching:

Learning and teaching methods will combine seminars, creative writing workshops and self-directed reading and writing. Throughout the module students will be expected to make short presentations on their recent work.

Method	**Student Contact Hours**	**Number of Groups**
Seminars		
Sem 1: 6 x 2 hour	12	1
Sem 2: 6 x 2 hour	12	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 1000 words	25%	end of sem 1
Assessed creative writing	1 x 3000 words or equiv.	50%	end of sem 2
Critical commentary on Creative writing	1 x 1000 words	25%	end of sem 2

ENG 3802 **WRITING PROJECT**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Formulate a plan for the production of a substantial body of original writing, making appropriate choices about genre, form, subject, voice and audience
(2) Engage in a process of drafting and re-drafting written work for this project, reflecting on own practice and responding to critical discussion of the work with others
(3) Describe the process leading to completion of the project, and discuss questions about the nature of creativity and the expressive resources of language in relation to this process
(4) Produce a body of original writing which is coherent and effective in fulfilling its aims

Content:

During Semester 1 students will work with each other and the module tutor on formulating a particular writing project, with a clear focus and aims, drawing on and bringing together work done earlier in the programme. The project could be (for example) a story or group of stories; a collection of poems; or a short drama. Students will initially share and discuss their ideas and this process will culminate in a formal proposal and oral presentation by each student.

During Semester 2 students will work on their projects, supported by workshops with other students and individual meetings with a member of staff assigned to supervise the project. Students will keep a notebook throughout the module and will use this, as they complete the project, to write a reflective commentary on the process of formulating, drafting and completing the work.

Learning and Teaching:

Learning and teaching will initially be through a series of workshops at which students will share ideas for projects and discuss work in progress, both informally and formally through an assessed oral presentation by each student. Towards the end of the module students will work individually on the drafting and redrafting of their projects, supported by more workshops and by consultations as required with the member of staff assigned to supervise their project.

Method	**Student Contact Hours**	**Number of Groups**
10 x 2-hour workshops	20	1
Individual meetings with supervisor	3	
Total hours:	19	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Proposal	1 x 500 words	0%	end of sem 1
Oral Presentation		20%	end of sem 1
Original work	1 x 4000 words	60%	end of sem 2
Commentary with notebook	1 x 1000 words	20%	end of sem 2

The 500-word Proposal will be assessed on a Pass / Fail basis according to whether the Proposal fulfils module objective (1). Students who do not gain a PASS in this element will not be eligible to complete the assessment for the module.

ENG 3842 **WRITING TO A BRIEF**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate understanding of the role of writing and effective communication in different public contexts (2) Write effectively and accurately for a range of specified purposes and audiences
(3) Carry out research appropriate to the effective completion of particular writing tasks
(4) Reflect on and discuss the ethical and professional issues raised by particular writing tasks

Content:

During Semester 1 students will complete a portfolio of writing and research tasks designed to (1) develop their awareness of when, why and how different organizations require effective writing and (2) develop their confidence and competence in interpreting a particular brief and carrying it out and (3) develop their understanding of the relation between genre, register and context.

During Semester 2 students will work towards completion of a particular project, formulated in consultation with the module tutor. The student will research and analyse the kind of writing required by a particular public context and produce a range of texts appropriate to these requirements (for example, theatre programme notes, fundraising and promotional copy, user guides). Students will reflect on and discuss the ethical and other issues raised by production of these texts.

Throughout the module students will be encouraged to relate their work for this module to the understanding and experience gained on their Level 2 Professional Development and Placement module.

Learning and Teaching:

Learning and teaching methods will combine seminars, creative writing workshops and self-directed reading and writing. Peer feedback and tutor feedback on creative writing exercises will be given throughout the year.

Method	**Student Contact Hours**	**Number of Groups**
12 x 2-hour seminars	24	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 1500 word equiv.	30%	end of sem 1
Writing project	1 x 2000 words	40%	end of sem 2
Essay	1 x 1500 words	30%	end of sem 2

ENG 3852 **RE-WRITING THE MIDDLE AGES**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Understand the formal and aesthetic characteristics of medieval genres
(2) Analyse the significance of the Middle Ages to post-medieval cultures
(3) Demonstrate an understanding of the ways in which medieval texts can be modernised
(4) Apply the understanding of these issues in their own creative responses to the Middle Ages

Content:

This module addresses the way in which medieval literature has been appropriated and adapted throughout the post-medieval period, through the study of medieval literature and later medievalist texts. Topics to be covered will include: Pre-Raphaelitism; popular medievalism; political appropriation; Middle Ages for children and antiquarianism versus modernisation. Students will produce their own medievalist texts informed by these medievalist traditions.

Learning and Teaching:

Learning and teaching methods will combine text-based seminars, creative writing workshops and self-directed reading and writing. Discussion will be a key element throughout the module.

Method	Student Contact Hours	Number of Groups
12x2 hour Seminars	24	1
Total hours:	24	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Essay	1 x 2000 words	50%	end of sem 2

FAN 1002: **THE NATURE OF INCLUSIVITY**

Credit Value: 20
Half-Term offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Define inclusivity in relation to theory and practice
(2) Describe and explain the significance of early and current legislation on inclusive practices in today's society
(3) Identify strategies for enhancing inclusive practices within their workplace
(4) Use ICT in order to set up the Personal Development Plan and Learning Log

Content:

This module will focus on:

- Theories and definitions of inclusivity and disability
- Issues of inclusivity including diverse cultural needs
- The role of language and terminology in constructing disability and difference
- Changes over time in models and labels associated with disability and difference
- Creating an inclusive society in the spirit of the Children and Young Persons Act
- The role of legislation including Every Child Matters / Youth Matters
- The impact of inclusive practices in their own organisation and on society
- Construction of a Personal Development Plan

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of addressing additional needs. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
In particular the teaching in this module will use workshops to support learning

The sessions in this module will particularly demand students to reflect on their own effectiveness in terms of ICT and identify areas where effectiveness can be improved. This will include completion of a personal action plan for ICT in the student's Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Evaluation of practice Within the student's own Organisation, including a Personal definition of indusivity	1 x 2000 words	50%	end of week 4
Personal Development Portfolio and Learning Log	1 x 2000 words	50%	end of module

FAN 1012 **GROWTH AND DEVELOPMENT**

Credit value: 20
Half-Term offerred: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of a range of theoretical perspectives on social, emotional and cognitive development within the 5 outcomes of Every Child Matters
(2) Demonstrate knowledge and understanding of children's physical growth and the development of motor skills;
(3) Demonstrate an understanding of the nature of impaired or delayed development and its wider consequences;
(4) Demonstrate the application of these perspectives to their own experiences and draw upon this demonstration in discussion and in written reports
(5) Use data handling skills to represent information effectively

Content:

This module will focus on:

- **Key theories of social, emotional, physical and cognitive development**
- Definitions of health in relation to the five outcomes (Every Child Matters)
- Issues arising from aberrant rates of development (development above and below the norm)
- The impact of optimum and impaired physical development on physical and emotional well-being
- Observation and analysis of cognitive, physical and motor skill development and patterns of participation.
- Use of data in assessing a child's needs

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of addressing additional needs . In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
In particular the teaching in this module will use video footage to support observation and analysis.

The sessions in this module will particularly demand students to reflect on their own skills in terms of application of number/ use of data and identify areas where skills can be improved. This will include completion of a personal action plan for the application of number skills in the student's Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Case study and action plan	1 x 4000 words	100%	end of module

FAN 1022 **CHANGING PERCEPTION OF SPECIAL NEEDS**

Credit value: 20
Half-Term offered 3

Objectives:

On successful completion of the module, students will be able to:

(1) Explain the historical background to current legislation
(2) Identify and evaluation the different approaches to special needs and diversity e.g. medical, educational and social
(3) Explain and evaluate the multi agency approach to special needs
(4) Evaluate own practice in relation to working with special needs

Content:

This module will focus on:

- Legislation relevant to SEN, both present and historical, and how this impacts on current practice.
- The different approaches to diversity e.g. medical, educational and social and an understanding of the benefits and limitations of each
- The multi-agency approach to supporting SEN

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of addressing additional needs. In addition to the required subject knowledge , the modules will introduce students to key skills and enable students to develop the necessary academic skills
In particular the teaching in this module will use group discussion, case studies and practical sessions

The sessions in this module will particularly demand students to reflect on their own skills in terms of improving their own learning and performance and identify areas where effectiveness can be improved. This will include completion of a personal action plan for developing their own practice in the student's Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 1500 words	35%	end of module
Case study and personal Evaluation	1 x 2500 words	65%	end of module

FAN 1032 **TEAMWORK AND ORGANISATIONS**

Credit value: 20
Half-Term offered 4

Objectives:

On successful completion of the module, students will be able to:

(1) Analyse their role at work in relation to their own attitudes and perceptions and those of others.
(2) Review the principles of group and team working.
(3) Evaluate the relationship between structure and operation within organisations.
(4) Assess the impact of organisational culture on organisational performance

Content:

This module will focus on:

- Individual roles at work, types of workplace behaviour and motivation
- Group / team formation and structure
- The design, building and maintenance of teams
- The structure of public sector and charitable organisations
- Organisational culture, conflict and control

In addressing the above, participants will:

- Identify relevant practical issues in their own places of work
- Compare and contrast their experiences with those of others
- Relate their practical experience to theoretical perspectives
- Use these perspectives to develop a broader understanding of their place of work

The module starts with a focus on the individual and then progresses to an examination of interpersonal and group dynamics. It culminates with an examination of organisations as a whole and how they are controlled. This provides a basis for the level 2 module, Leading and Managing.

Learning and Teaching

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills In particular the teaching in this module will use workshops to support learning

The sessions in this module will particularly demand students to reflect on their own effectiveness in terms of working with others and deciding where effectiveness can be improved. This will include completion of a personal action plan in the students Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Reflective report	1 x 4000 words	100%	end of module

FAN 1042 **SOCIETY AND DISABILITY**

Credit value: 20
Half-Term offered: 5

Objectives:

On successful completion of the module, students will be able to:

(1) Identify the nature of disability and the social implications
(2) Identify specific additional needs
(3) Evaluate the communication techniques available to support inclusion
(4) Describe and explain the problems/difficulties that may be experienced by a disabled person in achieving inclusion

Content:

This module will focus on:

- **an introduction to a wide range of disabilities and complex differences**
- **disability issues and the social implications**
- communication techniques and responses
- the range of equipment available to support individual needs e.g. sensory equipment, wheelchairs, hoists
- an understanding of the needs of people with disabilities and/or complex differences

Learning and Teaching

Level 1 modules will provide a foundation level of knowledge and understanding of addressing additional needs . In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
In particular the teaching in this module will use pair and group discussion to support learning

The sessions in this module will particularly demand students to reflect on their own effectiveness in terms of communication and identify areas where effectiveness can be improved. This will include completion of a personal action plan for developing their own practice in this area in the student's Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	4x5 = 20 hours 1x3 = 3 hours		
Visit to a Special Needs School	1x2 = 2 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Case study	1 x 2000 words	50%	end of session 4
An appraisal of strategies Addressing communication difficulties	1 x 2000 words	50%	end of module

FAN 1052 **UNDERSTANDING BEHAVIOUR**

Credit value: 20
Half-Term offered 6

Objectives:

On successful completion of the module, students will be able to:

(1) Identify causes of anti-social behaviour including that exhibited by children and/or young adults with additional needs
(2) Analyse the effects anti-social behaviour has on learning
(3) Investigate theories, techniques and strategies for dealing with behavioural issues
(4). Use National Strategies and other information on behaviour to develop a behaviour strategy for tackling problem behaviour

(5). Reflect upon and analyse the effectiveness of plans in light of National Policy and Inclusion implications

Content:

The module will be theoretical and practical and draw upon the participants' own experience and knowledge of the behaviour of children and/or young adults with additional needs within both learning and social environments. Sessions will focus on:

- Recognising and interpreting the causes of misbehaviour
- Emphasising the importance of flexibility in approaches to behaviour
- Recognising the language used to define practice
- Looking at the impact of attitudes of the key worker /s
- Recognising the needs of the children and/or young adults
- Recognising the importance of communication and the reciprocal roles of key workers, learners and parents
- Creating a work based approach to behaviour management

Learning and Teaching

Level 1 modules will provide a foundation level of knowledge and understanding of addressing additional needs. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
In particular the teaching in this module will use group discussion to develop understanding of the specific issues in managing the behaviour of children and/or young adults with additional needs

The sessions in this module will particularly demand students to reflect on their own skills in terms of problem solving and identify areas where skills can be improved. This will include completion of a personal action plan for the application of number skills in the student's Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Personal conflict style Inventory and critical Evaluation relating to behaviour	1 x 1 hour	20%	end of week 3
Appraisal of range of Unacceptable behaviour and	1 x 1500 words	40%	end of week 5

Pre-emptive strategies Mini case study with group Analysis and discussion	1 x 1500 words	40%	end of module

FAN 2002 **USING MULTI-AGENCY SUPPORT**

Credit value: 20
Half-Term offered 1

Objectives:

On successful completion of the module, students will be able to:

(1) Describe the range of children and young people who are identified as being at risk
(2) Identify the range of Multi-Agency Support with regard to vulnerable children and young adults addressing the Every Child Matters Agenda
(3) Evaluate the contribution made by multi-Agency Support Teams through the examination of available data
(4) Discuss the appropriateness of multi-Agency Support with regard to specific Case Histories

Content:

This module will focus on:

- The range of young people and children at risk including:
  - Children with SEN
  - Kids as carers
  - Looked after children
  - Young runaways and those at risk of homelessness
  - Young people with behaviour problems which is
  - Children and young people in Women's' Refuse
  - Children and young people at risk from violence
  - Children and young people asylum seekers or refugees
  - Children and young peo0ple with emotional and mental problems
- The nature of a range of Multi-Agency Support including both Local Authority and Voluntary groups including:
  - MAST Multi Agency Support Team providing holistic support for children experiencing behaviour problems
  - Sure Start – Children's Centres models of integrated services
  - Shelter – working with multi agency assessment panels to support young people
  - Child Line
  - NSPCC
  - Young Minds
  - CHIVA – Children in vulnerable accommodation
  - MALAP - Multi Agency Looked After \partnership
- The effectiveness of Multi-Agency models through the analysis of research papers and data over the recent past
- A discussion on the appropriateness of intervention by Multi-Agency in range of Case Histories

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will be group discussion
This will include a review of the personal action plan for T3 & T6

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		

Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Mapping exercise	1 x 2000 words	50%	end of module
Seen examination paper	1 x 2000 words	50%	second half of module

FAN 2012 **RIGHTS VOICES AND RESPONSIBILITIES**

Credit value: 20
Pre-requisites: Using Multi-Agency Support module
Half-Term offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the rights of children and young people who are identified as being at risk
(2) Draw upon previous knowledge of roles of different agencies including their own agency to map and analyse methods of co-ordinating frameworks to promote positive outcomes for individuals with complex needs
(3) Analyse ethical issues involved in successful advocacy e.g. data sharing or issues of social justice
(4) Reflect upon the implications of supporting children in voicing their own opinions and evaluating their own needs and evaluate effective professional practice in this area

Content:

This module will offer a broad overview of the legislative framework affecting the participants' own area. There will be discussion of how the legislation is implemented and of the methods and frameworks by which children young people and vulnerable young adults are supported and managed in order to achieve positive outcomes. Students will analyse some ethical issues associated with children's rights and voices such as data protection and issues of social justice e.g. equal opportunities, access to services, mental health needs. The implications of supporting children in recognising and voicing their own opinions and needs will be discussed. Students will be supported in evaluating the effectiveness of their own professional practice in this area

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will be modelling research based techniques e.g. conducting an interview
This will include a review of the personal action plan for T2 & T4
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Case study	1 x 2000 words	50%	end of week 4
Evaluation of own practice	1 x 2000 words	50%	end of module

FAN 2022 **MANAGING BEHAVIOUR IN SOCIETY**

Credit value: 20
Pre-requisites: FAN1052 is advisory
Half-Term offered: 6

Objectives:

On successful completion of the module, students will be able to:

(1) Identify factors that contribute to antisocial behavioural issues within education and greater society
(2) Explain the term inclusion in relation to behaviour management within education and society
(3) Critically analyse the differing provision made for vulnerable children, youths and young adults with behavioural problems

(4) Evaluate the multi agency approach to behavioural issues
(5) Reflect and evaluate the skills and knowledge achieved through the course

Content:

This module will focus on:

- The differing factors that contribute to antisocial behaviour
- The influence of professionals and societal structures on the behaviour of children and vulnerable young adults and how this impacts upon interactions within greater society.
- Theories of inclusion recognising engagement or separation issues within society and its sectors
- The role of EBD specialised provision, Pupil Referral Units (PRUs) and behavioural units set within a mainstream environment
- The differing roles that professionals and peers can take on in positive modification strategies for behaviour

Learning and Teaching:

This module will run over 6 weeks

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning.
Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will 'talking partners' /peer discussion

This will include a review of the personal action plan for T1 & T5 and completion of PDP portfolio

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
A critique of behaviours With analysis of causes And influences	1 x 1500 words	35%	end of module
An analysis of behavioural Strategies and/or policies In relation to inclusion Issues drawing from personal Experience	1 x 1500 words	35%	end of module
A Summative evaluation of Own personal development in Relation to the personal Development plan	1 x 1000 words	40%	end of module

FAN 2032 **BECOMING AND ADULT**

Credit value: 20
Half-Term offered: 4

Objectives:

On successful completion of the module, students will be able to:

(1) Identify key factors in adolescent development
(2) Describe and explain some of the challenges faced by adolescents
(3) Identify the issues faced by an adolescent with additional needs
(4) Describe and evalaute the strategies used to support the adolescent with additional needs

Content:

This module will introduce the theories of adolescent development – biological/physical factors/ cultural factors/ psychological factors
The module will focus on:

- Self, identity and achieving independence
- Friendship and peer relationships
- Autonomy, conflict and harmony in the family relationships
- Issues and rights in disability and adolescence from the able and disabled perspective

With reference to the current research bases

Learning and Teaching

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will be hot seating

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Interview evaluation	1 x 1500 words	35%	end of week 4
Critical essay	1 x 2500 words	65%	end of module

FAN 2042 **AUTISM AND RELATED CONDITIONS**

Credit value: 20
Half-Term offered: 3

Objectives:

On successful completion of the module, students will be able to:

(1) Describe and explain autism: the spectrum; causation and incidence
(2) Identify the difficulties faced by children and young adults with an autistic spectrum condition
(3) Describe and analyse a range of strategies to meet the social, emotional and learning needs of children and/or young adults with an autistic spectrum condition

Content:

This module will focus on:

- An introduction to autism: the spectrum, the triad of difference , related conditions, causation and incidence
- Communication difficulties and supportive strategies and equipment
- Social difficulties and supportive strategies
- Inflexibility of thought and behaviour and supportive strategies
- Sensory difficulties and supportive strategies and equipment
- Building emotional resilience

Learning and Teaching

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.

A key teaching and learning strategy used in this module will be student presentation

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Design an advisory brochure	1 x 1000 words	30%	end of week 4
Critical review	1 x 3000 words	70%	end of module

FAN 2052 **LEADING AND MANAGING**

Credit value: 20
Half-Term offered: 5

Objectives:

On successful completion of the module, students will be able to:

(1) Analyse their own and others communication skills
(2) Evaluate the importance of leadership within organisations
(3) Evaluate a variety of contributing processes to organisational effectiveness
(4) Review the principles of change management

Content:

This module will focus on:

- Communication in the workplace
- The nature of leadership and its significance within teams and organisations
- Organisational power, politics and negotiation
- Decision making and organisational effectiveness
- Managing change

In addressing the above, participants will:

- Identify relevant practical issues in their own places of work
- Compare and contrast their experiences with those of others
- Relate their practical experience to theoretical perspectives
- Use these perspectives to develop a broader understanding of their place of work

The module seeks to explore the effectiveness of individual contributions to a range of critical organisational processes.

Learning and Teaching

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.

A key teaching and learning strategy used in this module will be group activities

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Analysis of conflict Resolution using management tools	1 x 4000 words	100%	end of module

FASS 2002: **VOLUNTEERING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) reflect upon the skills, attributes and requirements for the specific volunteering activity and undertake an preparation deemed to be necessary for their specific voluntary role;
(2) demonstrate critical understanding of the underlying concepts and principles associated with voluntary serive, from both a public policy and organizational perspective and evaluate these in relation to their volunteering activity;
(3) demonstrate satisfactory completion of the volunteering activity or programme requiring the exercise of some personal responsibility.
(4) Evaluate the contribution they have made through their voluntary activity and demonstrate understanding of the limits of their knowledge and skills in this context.
(5) Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Content:

The detailed nature of the voluntary activity will be the subject of a learning agreement between the student, the 'host' organization or project, and the college. Volunteering may take many forms and may be organized by the student, subject to that agreement, or by the College. The voluntary activity will be required to meet a specific set of criteria relating, for example, duration, type of activity, relevance to programme of of study, supervision.
Students will undertake a professional preparation programme, together with any specific training, selection or security checks (such as CRB).

The preparation programme will include theoretical perspectives on citizenship, social responsibility and social enterprise, notions of graduateness and employability, and career development workshops. It will also include any specific training required for the specific volunteering opportunity.

Learning and Teaching:

The exact pattern will vary depending upon the nature of the activity and whether this occurs as a black or over an extended period. Within the parameters of a 20 credit/200 hour, and given contact time (below), private study, assessment, and specific training, the expected minimum volunteering time is around 60 hours. This could take the form of half day per week, a block, or a series of activities of varied duration. Evidence of attendance will be required.

Students will be supported and required to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis; effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy relevant techniques to solve problems; undertake further training, develop exisiting skills, and acquire new competences that will enable them to assume appropriate levels of responsibility within the organization.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	7	1
Tutorials – module co-ordinator	1.5	
Tutorial volunteering supervisor	0.5	1
Workshops/presentations	11	
Total hours:	20	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Pre-volunteering portfolio	1 x 1000 words	30%	by end of sem 1
Poster presentation		30%	end of block placement period Feb/March
Reflective report	1 x 2000 words	40%	1 week after end of voluntary Activity Apr/May
Practical Performance	60 hrs minimum	Pass/Fail	at end of voluntary module

(incl any specific requirements)

Exceptionally, and with the agreement of the module coordinator, a students may request a change from this module to the Professional Development and Placement module. The student must have arranged a 6 week placement and had it agreed by EPO by the last Level 2 teaching week before Christmas.

The 60 hours volunteering should be over an extended period (12-20 weeks)

Students will be assisted to obtain CRB clearance where appropriate.

Normally the Progress Tutor will be the volunteering supervisor unless a department wishes to allocate a single tutor.

Students will be required to report their progress to the Module Co-ordinator/supervisor at regular intervals and will be visited by the supervisor.

Travel expenses should be negotiated with the module co-ordinator. Any expenses agreed will be less the amount of a Metro Travel Card of 6 weeks duration (equivalent to the Professional Development and Placement module).

All students registering for this module will receive a numeric mark factored into degree classification.

FEY 1102 **WHAT IS FAMILY?**

Credit value: 20
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Describe the range of backgrounds within which young children in the UK may be brought up
(2) Outline significant changes in recent history regarding the social, economical, religious and cultural backgrounds of the UK population
(3) Identify how these differences may impact on early childhood I
(4) Explain the ideal conditions for children to thrive, drawing on their experiences in the work place

Content:

This module introduces students to the diversity of the children within the UK. Students will examine statistical evidence related to social, economic, religious and cultural groups within the UK to gain insight into the make up of the UK population; including changes within recent history.
The module will include a study of:

- Relevant theory related to the ideal conditions for young children to thrive
- How differing backgrounds may influence early development
- Attitudes to those from a range of backgrounds
- The children within the student's work setting

Within this module students will be expected to show a basic mathematical awareness related to data analysis and demonstrating an understanding of basic statistics.

Learning and Teaching

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	mid modules
Situational analysis	1 x 2000 words equiv.	50%	end of module

FEY 1112 **CHILD DEVELOPMENT**

Credit value: 20
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of key theory related to child development
(2) Identify developmental milestones in personal, emotional, physical and cognitive development
(3) Consider ways in which development may be delayed due to circumstances, illness etc.
(4) Assess the development of children within their work setting and make informed observations

Content:

This module introduces students to a range of relevant child development theory related to personal, social, physical and cognitive development in children 0-8 years. Key milestones are identified and debated from the various theoretical perspectives.
The module will include a study of:

- Factors that can inhibit development
- Beginning to identify developmental delay
- How to observe children within the work setting

Within this module, students will be expected to demonstrate academic communication skills through reporting case study evidence and relating this to relevant theory.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Case study report	1 x 2000 words	50%	Mid module
Literature Review	1 x 2000 words	50%	end of module

FEY 1122 **CREATING AND IDEAL ENVIRONMENT FOR YOUNG CHILDREN**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the ideal physical environment for young children
(2) Explain the importance of building relationships with young children and how this can be achieved in a range of circumstances including family, nursery, school etc.
(3) Consider issues related to transitions within young children's lives and those related to separation and early independence

(4) Devise relevant enrichment activities for the children within their work setting

Content:

This module introduces students to creating an appropriate environment within a range of settings including at home, school, nursery, health related setting or club. Students will be expected to relate their studies to a range of settings within their own experience including their work place.

The module will include a study of:

- Health and safety issues
- Nurturing activities and relationships including the effective use of ICT, toys and the external environment
- Building relationships with young children
- Needs assessment and provision
- How to make observations and record findings

Within this module, students will be expected to demonstrate ICT skills through the researching and presentation of their planning and needs analysis/ observation.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	**Student Contact Hours**	**Number of Groups**
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
ICT presentation	1 x 2000 word equiv.	50%	end of sem 1
Observation/Need analysis	1 x 2000 words	50%	end of sem 1

FEY1132 **TEAM WORKING**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Outline the roles and responsibilities of the personnel within their workplace and related services
(2) Review their own role in the workplace in light of legislation and standards related to working with children
(3) Critically review literature and research related to team creation and effective teamwork
(4) Create a personal development plan

Content:

This module introduces students to a range of relevant theory related to team dynamics, roles and responsibilities of childcare personnel and working within a multi agency service.

The module will include a study of:

- Group work and teams
- Working practices and experiences
- Evaluation of the workplace, organization and hierarchy
- Job descriptions and standards

Within this module, students will be expected to demonstrate self evaluation skills and the ability to plan for future development.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Literature Review	1 x 2000 words	50%	end of sem 2
Workplace analysis and Personal development plan	1 x 2000 word equiv.	50%	end of sem 2

FEY 1142 **FINDING AN IDENTITY**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge of theory related to the development of an individual's personality and characteristics
(2) Identify factors in a child's life that influence their identity including culture, race, language, social and economical background, stereotyping and parental circumstances
(3) Reflect upon observations they have made which demonstrate a developing child's self awareness
(4) Describe ways in which one can gain an understanding of an individual child's interests, needs, personality and self awareness within the setting in which they work

Content:

This module introduces students to a range of relevant theory related to personal development, the development of personality, self awareness and self esteem in children 3-8 years.

The module will include a study of:

- How children develop an identity and the influences upon this
- Creating opportunities for young children to gain self awareness
- Influences on a child's personality and behaviour
- How to accommodate diverse needs and personalities within the childcare and educational setting

Within this module, students will be expected to demonstrate ICT skills in gathering evidence, recording findings in an appropriate fashion and presentation of their report as well as academic writing style and conventions.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of module
Observation report	1 x 2000 words equiv.	50%	mid module

FEY 1152 **PLAYTIME**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the role of play in early development and learning
(2) Research and describe differences in cultural and social perspectives on play
(3) Identify key theoretical perspectives on play, the language of play and the role of play in learning
(4) Plan play activities relevant to a given age group identifying objectives and expected outcomes

Content:

This module introduces students to a range of relevant theory related to play. The role of play in the development and learning of children from 0-8 years will be examined and debated.

The module will include a study of:

- Related theory including from a range of cultural and social perspectives
- Toys and how they relate to development, stereotyping, role play, learning etc.
- Observations of children at play and how these can inform about a child's social, personal, physical and cognitive development
- The language of play

Within this module, students will be expected to demonstrate academic communication skills through reporting case study evidence and relating this to relevant theory.

Learning & Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Case study report	1 x 2000 words	50%	mid module
Planning activity portfolio	1 x 2000 word equiv	50%	end of module

FEY 2102 **INHIBITORS TO DEVELOPMENT**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Outline a pattern of 'normal' development and how or where delays may occur
(2) Examine theory related to the reasons for developmental delay and disability and consider how these may be manifest in a young child
(3) Critically evaluate key research, legislation and policy related to the inclusion of children with additional needs into an Early Years setting
(4) Reflect on how to create effective and enriching environments for overcoming or accommodating children with developmental issues, additional needs, disabilities or special educational needs

Content:

This module introduces students to a range of relevant information related to developmental delay and disability, as well as social, economic and personal circumstances that may inhibit delay in children 0-8 years.

The module will include a study of:

- Emotional, physical and cognitive development and possible related inhibitors
- Issues related to cultural differences, traveling children, family circumstances, immigration, EAL etc.
- How to accommodate diverse needs within the childcare and educational setting

Within this module, students will be expected to demonstrate problem solving skills in gathering drawing together evidence and forming conclusions related to case studies and reports.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 3000 words	60%	end of module
Observations	1 x 1000 word equiv	40%	end of module

FEY 2112 **THE EARLY YEARS NETWORK**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Evaluate the work of a range of children's services, their roles and responsibilities
(2) Critically review legislation related to children's welfare, education and support
(3) Debate cases where errors have occurred to review procedures and outcomes
(4) Evaluate their own work place and personal practice in terms of a multi agency, coordinated response to children's welfare and support

Content:

This module introduces students to the roles and responsibilities of those agencies charged with children's welfare, health, social care and education.

The module will include a study of:

- Government guidelines and papers related to multi agency working
- Local provision for coherence in children's services
- Media representations of cases related to children where errors have occurred
- Strategies and policies for the workplace
- Effective communication strategies for recording and reporting relevant information regarding children in their care

Within this module, students will be expected to demonstrate skills in reporting how they work with others in ensuring a secure, safe and enriching environment for children aged 0-8 years.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio of case analysis Legislation evaluation and personal reflection	1 x 4000 word equiv	100%	end of module

FEY 2122 **EARLY LEARNING**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of theory related to cognitive development and learning
(2) Draw upon different perspectives of early childhood and learning to critically evaluate effective pedagogy drawing on a range of theoretical and practical examples including the use of ICT
(3) Evaluate the effectiveness of the new Early Years Foundation Stage in addressing the needs of young children including analysis of relevant data
(4) Reflect on issues related to transition from home to school and from foundation stage to key stage 1

Content:

This module introduces students to a range of relevant theory related to cognitive development and learning. Students are also expected to reflect upon issues related to transition to school including separation, socialization, play, communication and transition from foundation stage to key stage 1. This module will include consideration of QTS standards related to planning, teaching and evaluating.

The module will include a study of:

- Relevant constructivist theory of knowledge acquisition and learning
- Learning and teaching strategies appropriate for the 0-8 year age range
- The Foundation Stage curriculum and Key Stage 1 National Curriculum and related strategies
- Contemporary issues related to early learning eg. Early reading, phonics, play based curriculum, ICT

Within this module, students will be expected to demonstrate skills in planning for learning using relevant documentation, objectives and strategies.

Learning and Teaching

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Critical evaluation of a Learning episode	1 x 1000 word equiv.	50%	mid module
Exam	1 x 2 hour	50%	end of module

FEY 2142 **WORKING WITH FAMILIES**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Reflect on the experiences families may have raising young children, evaluating incidents and case studies from a range of perspectives
(2) Evaluate effective and ineffective communication between professionals and families
(3) Critically review legislation related to the rights of families, children and those working with young children in light of own experience and case studies
(4) Exchange information with families effectively including information relating progress, health, welfare, personal circumstances and incidents

Content:

This module enables students to draw together information and experiences related to family circumstances and interactions with families. During the course of the module students will be expected to reflect critically on effective communication with families and how circumstances may influence interactions with families.

The module will include a study of:

- Case studies of family interactions with children's services
- Reports and logs of communication with families
- Legislation related to the rights of parents and carers in relation to provision for their child

Within this module, students will be expected to demonstrate effective communication skills and the ability to reflect on their own practice, forming a personal development plan related to interactions with families.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	**Student Contact Hours**	**Number of Groups**
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Review of legislation, and its application to the workplace and case studies presented	1 x 4000 words	100%	end of module

FEY 2152 **HEALTH, SAFETY AND WELFARE**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Critically review data related to optimal statistics for healthy growth in young children
(2) Critically review statistics related to children's health, diet and welfare
(3) Critically evaluate information available to families related to health, welfare and safety
(4) Evaluate health, welfare and safety procedures and policies within the workplace

Content:

Within this module students will be expected to analyse a range of statistical data related to local and national figures for young children's health, diet, growth and welfare. Students will review information available to families via internet, paper publications, television etc. in relation to government guidelines and relevant professional bodies.

The module will include a study of:

- National and local information related to children's health, safety and welfare
- Legislation, policies and strategies for promoting the health, safety and welfare of young children
- Case studies related to health, safety and welfare involving multi agency working
- How to create a safe, health and nurturing environment for young children

Within this module, students will be expected to demonstrate numeracy skills in data analysis.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of module
Workplace evaluation	1 cx 200 words	50%	mid module

FEY 2162 **RESEARCH SKILLS**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Draw upon a range of sources of data, research etc. in evaluating a chosen issue
(2) Develop a research project based on appropriate question
(3) Choose appropriate research methodology for a small scale project
(4) Engage in research on a small scale and report findings appropriately

Content:

This module introduces students to a range of relevant theory related to action research within the work setting. Students will be expected to formulate a line of enquiry, gather data, record findings and relate these to relevant research.

The module will include a study of:

- Research methodology
- Gathering and analyzing data
- Ethical researching
- The influence of the researcher on the situation and outcomes

Within this module, students will be expected to demonstrate research and communication skills in gathering evidence, recording findings in an appropriate fashion and presentation of their research report.

Learning and Teaching:

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	**Student Contact Hours**	**Number of Groups**
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Research project	1 x 4000 words	100%	end of module

FEY 2172 **MANAGING AN EARLY YEARS SETTING**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Evaluate policy related to the welfare and safety of children and how these relate to the rights of children and families and the professional roles and responsibilities of those working with them
(2) Critically review case study material related to situations arising from the care of young children and their families, evaluating how an Early Years setting can be managed to overcome challenges I
(3) Analyse the roles and responsibilities of all those who work in extended children's services and how this can support management of Early Years settings
(4) Assess the workplace in terms of personnel, practice and policy in meeting legislative guidelines, Early Years Foundation Stage and Every Child Matters principles

Content:

This module develops the students' ability to review practice and policy and relate it to particular incidents and circumstances. Students are expected to draw on previous experiences and learning in order to evaluate case studies and their own workplace

Within this module, students will be expected to demonstrate professional development skills through the creation of professional development plans.

Learning and Teaching

Learning will be through a range of lectures, workshops and tutorials. Students will be expected to draw on a range of sources including their own working experiences. Group discussion and tasks will form a significant proportion of the College based learning to develop relevant analytical skills. Students will record their development within a Personal Development Log.

Method	**Student Contact Hours**	**Number of Groups**
Lectures and workshops	25	
tutorial	1	
Work based tasks	24	
Total hours:	50	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Critical review of policy And practice	1 x 4000 words	100%	end of module

FSL1082: COMMUNICATION AND LITERACY

Credit value: 20
Pre-requisites: Pre-programme Preparation
Semester(s) Offerred: Half- Term 1

Objectives:

On successful completion of the module, students will be able to:

(1) explain the importance of talk in literacy learning
(2) show how relevant research influences the teaching of literacy
(3) identify a range of strategies for supporting communication and literacy skills including strategies for those who have English as an additional language
(4) audit and reflect on the key skills involved in being a good communicator and listener
(5) use the content of the Curriculum Guidance and National Strategies for literacy relevant to their work with the internet as a key source of information

Content:

The module will be theoretical and practical and will draw on the participants' own experience and knowledge to develop knowledge and understanding. Sessions will include:
The role of speaking and listening in literacy learning.
Strategies for supporting literacy in the classroom, including the role of drama.
The key skills involved in good communication and listening.
Supporting bilingual pupils in the classroom.
The use of appropriate ICT to support the development of literacy.
The National Curriculum, National Literacy Strategy and Foundation Stage Curriculum.

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills. Students will be introduced to pair work as a key learning strategy.

The sessions in this module will demand students to reflect on their own effectiveness in terms of supporting literacy and identify areas where effectiveness can be improved. This will include completion of a personal action plan for T2 & T3 in the students Personal Development Plan

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures, pair and group discussions	5 x5 =25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Reflective report of analysis Of classroom interaction	1 x 2000 words	50%	end of module
Personal development plan Entry	1 x 2000 words	50%	end of module

FSL1092: DEVELOPING AND LEARNING

Credit Value: 20
Semester(s) offered: Half-Term 3

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of a range of theoretical perspectives on growing and learning;
(2) use observation to help to explain the relative progress of individuals and groups;
(3) modify personal approaches to supporting learning
(4) demonstrate the application of these perspectives to their own experiences and draw upon this demonstration in discussion and in written reports.
(5) use IT to present findings

Content:

In this module students will be introduced to:

- key theories of child development.
- physical, social emotional and cognitive development.
- the importance of play and experiential learning.
- factors which impact on learning.
- the contribution of observation in understanding the stage of development reached by a child

Outline of ICT component
Students will be helped to develop their WP skills and taught how to construct an academic report. They will be taught how to use PowerPoint for presentations

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
A key teaching and learning strategy in this module will be to teach students how to use group discussions to generate ideas and to support individual reflection
This module will include completion of a personal action plan for T5 in the students Personal Development Plan
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection assessment / e-learning**
Lectures and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Written report based on Work-based tasks	1 x 2000 words	50%	end of week 3
Written report based on Work-based tasks	1 x 2000 words	50%	end of module

FSL1102: MANAGING BEHAVIOUR

Credit Value: 20
Pre-requisites: Pre-programme Preparation
Semester(s) Offerred: Half-Term 5

Objectives:

On successful completion of the module, students will be able to:

(1) develop their own behaviour management style and evidence based practice based upon reading, observation, reflection and professional activity.
(2) reflect upon different theoretical considerations in understanding behaviour
(3) Demonstrate knowledge of a range of approaches, strategies and styles used to manage behaviour for learning and evaluate their effectiveness

Content:

This module will focus on:

- Interpreting the language of behaviour management.
- Recognition of possible causes of learner misbehaviour
- The importance of consistency and flexibility in developing strategies and style.
- Attitudes and the difference between authoritative and authoritarian teaching
- Conflict resolution and anger management - working at relationships and making relationships work.
- Why do we need theories?
- Making a difference by knowing and managing ourselves, being a team player and developing evidence based practices.

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
A key teaching and learning strategy in this module will be to develop students ability to manage and use group discussions to generate and further personal reflection.
This module will include completion of a personal action plan for T6 in the students Personal Development Plan
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

From	**Magnitude**	**Weighting**	**Timing**
Appraisal of range of unacceptable Behaviour and pre-emptive strategies	1 x 1500 words	40%	end of week 3
Critical evaluation of two behaviour management theories	1 x 1500 words	40%	end of week 5
Seen timed written paper – mini case study	1 x 1 hour	20%	end of module

FSL 1112 **SUPPORTING MATHEMATICS**

Credit value: **20**
Semester(s) Offered: **(1-6 as appropriate)**

Objectives:

On successful completion of the module, students will be able to:

*(*1) demonstrate knowledge of the nature, importance and purpose of mathematics;

(2) use current national strategies and be able to apply this knowledge to supporting mathematics learning in their specific work contexts;
(3) identify and support the connection between mathematical language and learning;
(4) demonstrate the potential and value of using a variety of resources and apparatus in the teaching and learning of mathematics including ICT.

Content:

This module will be theoretical as well as practical, drawing upon participants' own experience to develop knowledge and understanding.
Topics studied will include:

- application of mathematics from the environment and daily life;
- strategies to support and develop appropriate mathematical language, skills and knowledge;
- using apparatus to support and enhance mathematics learning;

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
A key teaching and learning strategy in this module will be introducing students to using guided/scaffolded reading to engage in relevant and appropriate debate

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection / assessment / e-learning**
Lectures and group discussions	5x5=25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
description and rationale for the use of a maths activity/resource	1 x 2000 words	50%	end of the module
an evaluation of the effectiveness of the activity/resource	1 x 2000 words	50%	end of the module

FSL1122: REGOGNISING ACHIEVEMENT

Credit Value: 20
Semester(s) offered: (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) identify the principles and purposes of assessment;
(2) plan for and use a range of monitoring and assessment strategies
(3) demonstrate the role of feedback in supporting learning
(4) track pupil progress using systematic recording and report to different audiences

Content:

This module will cover the following topics:

- Principles of assessment.
- Purposes of assessment.
- Use of learning intentions/objectives, success criteria/learning outcomes.
- Strategies for collecting information.
- Developing the skills of self-assessment and self-evaluation.
- Impact of assessment on motivation.
- Use of feedback and target setting.
- Systematic recording as a basis for tracking pupils' achievement and progress.
- Reporting to different audiences.

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
A key teaching and learning strategy in this module will be introducing students to using guided/scaffolded reading related to work-based practice

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/assess-ment / e-learning**
Lectures and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Assessment of an individual Child's attainment	1 x 1000 words	30%	week 3
Essay providing an investigation and appraisal of attitudes and practice concerning assessment	1 x 3000 words	70%	end of module

FSL1132: SUPPORTING LEARNERS WITH SPECIAL

Credit value: 20
Semester(s) offerred: (Half-term 1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) chart the development of policy and provision for, pupils with SEN;
(2) demonstrate an understanding of the concept of support;
(3) employ and comment on techniques of systematic observation to assist in the identification and assessment of SEN;
(4) identify the needs of pupils at the school action, school action plus and statemented stages of the Code of Practice;
(5) demonstrate knowledge of systems for the management of the pupils with SEN with whom they work, including their contribution to their teaching; development, monitoring and evaluation of action plans, IEPs, IBPs, target setting and working with inter-agency professionals

Content:

The module will include:

- an awareness of the special educational needs that are most frequently encountered in schools;
- statutory framework and school policies for example SEN, Inclusion, Disability Discrimination, Health and Safety, Child Protection, Every Child Matters;
- the concept of inclusive education;
- SEN Code of Practice: Stages, Statements, Reviews, monitoring and evaluation procedures : e.g. IEPs, IBPs, PSPs, reviews, inter-agency collaboration;
- the roles of professionals working with learners with SEN: including Teachers, TAs, Learning Mentors, Transition Workers and Outside Agencies;
- the nature and range of support for pupils with SEN: the skills and methods of differentiation, maximising progress to ensure attainment of pupils with SEN

Learning and Teaching

Level 1 module will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge, the module will introduce students to key skills and enable them to develop the necessary academic skills.

A key learning and teaching strategy for this module will be to teach students to use work-based observation and enquiry to support group discussion and debate.

This module will run over 6 weeks.

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection assessment / e-learning**
Lectures and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighing**	**Timing**
Appraisal of a resource	1 x 1000 words	30%	end of week 3
Case study	1 x 3000 words	70%	end of module

FSL 1142: **SUPPORTING CHILDREN LEARNING LANGUAGES 1**

Credit value: **20**
Pre-requisites: **A modern foreign language at GCSE or equivalent**
Half-Term offered: **(1-6 as appropriate)**

Objectives:

On successful completion of the module, students will be able to:

(1) explain and evaluate the approach to language teaching described in the Key Stage 2 Framework for Language Learning

(2) identify and reflect on a range of teaching strategies to support language learning
(3) Identify and evaluate a range of resources (including ICT) to support language teaching

Content:

This module will focus on:

- Using "good primary practice" ([DfES Primary Language Learning, 2005) methodology to deliver language learning.
- Knowledge of the documentation and support available
- Development and selection of appropriate resources
- Applying the principle of embedding the learning of language learning into everyday classroom experience
- Demonstration of the use of ICT as a learning and teaching tool.

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills In particular the teaching in this module will use workshops to support learning

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio of resources With evaluation	1 x 1500 words	40%	end of module
Critical report	1 x 2500 words	60%	end of module

FSL 1152: **GAMES, ATHLETICS, OUTDOOR AND ADVENTUROUS ACTIVITIES**

Credit value: **20**
Half-Term offered **(1-6 as appropriate)**

Objectives:

On successful completion of the module, students will be able to:

(1) identify the aims and content of games activities, athletics activities, outdoor and adventurous activities as described in relevant curriculum guidance and documentation
(2) Identify and reflect on teaching strategies to support the application of the above
(3) apply the principles of differentiation and progression in the teaching of PE
(4) explain the monitoring and assessment process in PE
(5) Describe and explain how learning takes place in PE, how motor skills are developed and information is processed

Content:

Students will be taught how to support PE teaching and learning including aspects of pupil grouping, organisation and safety. The principles of assessment for learning, differentiation and progression in teaching PE will be introduced and exemplified through practical activities.

Topics covered will include:

- games activities, athletics activities, outdoor and adventurous activities
- appropriate curricula and schemes of work
- supporting teaching and learning in relation to grouping, assessment, organisation and safety of learners

Learning and Teaching

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills In particular the teaching in this module will introduce students to pair and small group work

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops	5X5 = 25 hours		
Individual and/or group tutorial	1X1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Review of activities	1 x 2000 words	50%	week 4
Appraisal of teaching And learning strategies	1 x 2000 words	50%	end of module

FSL 1162: **SUPPORTING CHILDREN IN CATHOLIC EDUCTION**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of the mission, historical background, governance and ethos of Catholic schools and of the vision of education that underpins them.
(2) reflect on the ethos of a Catholic school and identify a range of opportunities for a teacher to support its Mission Statement.

(3) demonstrate the ability to make professional decisions regarding the pastoral and educational needs of pupils with reference to the aims and purposes of Catholic education.
(4) apply understanding of the principles for planning and delivering a curriculum for global citizenship.
(5) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development and understand the leadership process for development and evaluation

Content:

This module will focus on:

- understanding and experience of education in practice, responsibility, accountability and improvement in order to enable them to understand the requirements of working in Catholic education.

- Catholic tradition in education; teachings of the Catholic Church in respect of the curriculum; the role of the parents as first educators; working knowledge of – responsibilities in Canon Law, the responsibilities of school governing bodies for the maintenance of the Trust Deed and Instrument, the ethos, a curriculum to meet all needs, and the contract of employment in the Catholic school.

Learning and Teaching

This Level 1 module will provide a foundation level of knowledge and understanding of supporting learning in Catholic education and enable participants to link theory to practice in the workplace.

In particular the teaching in this module will use workshops to support learning

This module will run over 6 weeks

Method)	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x5 hours		
Work-based tasks		25 hours	
Total hours:	30 hours	25 hours	150

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio of resources With evaluation	1 x 2000 words	50%	end of module
Reflective report of Analysis of classroom interaction	1 x 2000 words	50%	end of module

FSL 1172: **EXPLORING ISSUES**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) complete a literature review for a topic within their chosen age phase;
(2) analyse the topic in the light of their own working experience and requirements;
(3) relate theory to their own working context;

Content:

This module will introduce students to:

- the principles of conducting a literature review;
- use manual or computerised methods to identify a set of useful articles and books;
- the skills of critical appraisal.

The topic will be chosen by the student and relate directly to their own work-based situation

Learning and Teaching

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills In particular the teaching in this module will use techniques of scaffolded reading, both hard copy and e-learning

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures	2 x3 hours		
Individual and or group tutorials	4 x 1 hour		
Work-based tasks		10 hours	
Total hours:	10 hours	10 hours	180

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
A Structured reflective report	1 x 4000 words	100%	end of module

FSL 1182: **SUPPORTING LEARNING THROUGH ICT**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) discuss current research related to teaching, learning and ICT
(2) reflect on the dual nature of ICT as a curriculum subject in its own right and as a support for learning across the curriculum

(3) know how to integrate ICT appropriately for the children they work with and make considered professional decisions about when to and when not to use ICT
(4) Identify and evaluate a range of applications and resources relevant to the classroom

Content:

This module will focus on:

- Current research related to teaching, learning and ICT
- The use of ICT to support and enhance teaching and learning across the curriculum
- ICT skills and applications for personal and professional purposes
- The ICT curriculum and age related expectations

Learning and Teaching

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge , the modules will introduce students to key skills and enable them to develop the necessary academic skills
In particular the teaching in this module will use workshops and pair work to develop students ICT skills
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair work	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
A descriptive report and evaluation of ICT practice	1 x 2500 words	60%	end of week 4
A reflective portfolio	1 x 1500 words	40%	end of module

FLS 1192 **HIGHER LEVEL TEACHING ASSISTANT PREPARATION 1**

Credit value: 20
Pre-requisites: GCSE or Key Skills Level 2 in mathematics
Half-Term offered: (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an ability to effectively communicate information and analysis through presenting written reflective tasks concerning activities carried out in school which demonstrate and evaluate personal competence in relation to the HLTA standards
(2) demonstrate competence in identifying and presenting evidence which appropriately demonstrates their own ability in relation to the HLTA standards

Content:

- Familiarity with the HLTA standards
- Exploration of evidence-based assessment strategies and identification of appropriate evidence
- Opportunities to reflect on their own role and competence in relation to the given standards
- Development of reflective and evaluative writing skills

Learning and Teaching:

Level 1 modules will provide a foundation level of knowledge and understanding of supporting learning. In addition to the required subject knowledge, the modules will introduce students to key skills and enable them to develop the necessary academic skills.

A key teaching and learning strategy used in this module will be supported individual review

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures and group discussions	5 x 5 = 25 hours		
Individual and/or group tutorial	1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Self –review – relating own competences and needs to the HTLA standards	1 x 2000 words	50%	end of session
Written descriptions of three activities drawn from their school experience which demonstrate their competence against HLTA standards using a given format and are cross-referenced to appropriate evidence	1 x 2000 words	50%	end of module

FSL 2082: **ROLES AND RESPONSIBILITIES**

Credit value: **20**

Half-Term offered **Half-Term 1**

Objectives:

On successful completion of the module, students will be able to:

(1) explain and assess the impact of aspects of the history and development of education in Britain and the rolesof current educational organisations;
(2) argue and debate, drawing on different perspectives on changing curricula and changing roles within the school and use related vocabulary;
(3) collate, analyse and evaluate the results of research interviews
(4) identify the impact of recent initiatives relating to working with young learners
(5) reflect and evaluate the implications of these initiatives for their own professional practice

Content:

By the end of the course students will have:

- studied educational provision in a historical context including ways in which education has changed in their lifetime and features of schools in 2004;
- reflected upon what people learn and why, exploring links between society, education, skills, roles and workforce requirements including ways in which state education has responded to the needs of society and the educational needs of different people;
- identified recent and current key initiatives in school, the process of improvement planning in school and ways in which they and others in school are affected by these influences;
- investigated the purposes and functions of different educational organisations and the ways in which they interrelate;
- conducted practical investigations into the effects and implications of changing roles on different individuals in school and taken part in a debate which explores key issues associated with course content.

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will be modelling research based techniques e.g. conducting an interview
This will include a review of the personal action plan for T1 & T5
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lecture, pair and group work	5x 5 hours		
Individual and/or group tutorial	1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
An Investigative review	1 x 2000 words	50%	end of week 4
A report of findings from Work-based enquiry	1 x 2000 words	50%	end of module

FSL 2092: **DEVELOPING LITERACY**

Credit value: **20**
Half-Term offered **3**

Objectives:

On successful completion of the module, students will be able to:

(1) explain the importance of 'literacies' as life skills
(2) reflect critically on opportunities for and barriers to literacy learning
(3) identify and evaluate texts to support literacy learning
(4) apply strategies, techniques and routines which support literacy learning, including ICT

Content:

The module will include the study of:

- language and literacy – a meta-language
- the role of story telling in literacy learning
- popular culture and new technologies
- promoting home-school links to support literacy learning
- children's perceptions of themselves as readers and writers
- gender and literacy

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
The key learning and teaching strategies in this module will be supporting students to undertake group and individual presentations.

This module will include a review of student's personal action plans for T2 & T3

The module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures and individual and group presentations	5x5hrs = 25 hrs		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150 hours

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Informative brochure supporting non-assessed presentation	1 x 1000 words	30%	week 4
Critical essay including rationale/ analysis	1 x 3000 words	70%	end of module

FSL 2102 **EVALUATING THEORY AND PRACTICE**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) Identify a line of enquiry and negotiate, plan, design, implement and evaluate work-based data
(2) Recognise ethical and practical issues relating to practitioner research.
(3) Analyse and present their findings, reflecting critically and constructively on their own learning processes and outcome
(4) Reflect critically on their findings in relation to the literature

Content:

Lectures will focus on the processes of undertaking an individual study and writing a report e.g. how to collect data, issues of reliability and validity, how to structure a research report, the mechanics of referencing and producing a bibliography

Students will use small group and individual tutorials to:

- define a topic or theme which is of intrinsic interest and establishing a line of enquiry;
- review the literature and engage in critical reflection;
- aid in the collating , sequencing and analysing of relevant material.
- identify and solve problems involved in the process of drafting and redrafting;
- examine ethical and practical issues related to practitioner research

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will be ways of guiding students towards independent reading and research
This module will include a review of student's personal action plans for T4 & T5

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ assessment / e-learning**
Lectures	2 x 3 hours		
Individual and/or group tutorials	4x1 hour		
Work-based tasks		40hours	
Total hours:	10 hours	40hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Critical report	1 x 3000 words	70%	end of module
Seem exam paper	1 x 1 hour	30%	end of module

FSL 2112: **LEADING AND MANAGING**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) analyse management qualities, behaviours, leadership styles and school cultures;
(2) review the principles of change management;
(3) evaluate the importance of managing and motivating staff and learners and developing teamwork;
(4) apply the principles of leadership and management to their role.

Content:

This course will include study of the following topics, which will include consideration of management and leadership theories and application to the specific work contexts in which participants are involved:

- values, vision and organisational culture;
- strategic development planning, policy formulation and implementation;
- school effectiveness: identifying and measuring;
- managing people; team building; motivation and care;
- managing change: breaking down barriers, planning and implementation;
- presentation of participants' enquiry work.

In addressing the above, participants will:

- identify practical issues in their own workplaces
- compare and contrast their experiences with others
- relate their practical knowledge to theoretical perspectives
- use these perspectives to gain a greater understanding of the workplace

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key learning and teaching strategy will be to support students in providing critical feedback from their work-based tasks, relating practice to theory

The module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures and group discussions	5x5 =25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150 hours

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
An analytical report file	1 x 4000 words	100%	end of module

FSL 2122: **CREATING AND ENVIRONMENT CODUCIVE TO LEARNING**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objective:

On successful completion of the module, students will be able to:

(1) analyse the conditions that underpin the management of behaviour for effective learning: environment, classroom organisation, relationships and communication;
(2) evaluate differing theoretical models underpinning the management of behaviour in the learning environment;
(3) demonstrate knowledge and understanding of motivation and motivational strategies related to positive pupil management;

(4) reflect on and modify own practice in relation to creating an effective learning environment

Content:

Defining terms and making links between behaviour management and the learning environment .
Emotional Literacy.
Behaviour management and professional values and practice such as equal opportunities, high expectations and sensitive communication.
Theories of motivation.
Effective communication to promote pupil self-motivation and self control.
Classroom discipline as a means to an end, desirable pupil learning, and not as an end in itself.
The skills of effective class managers.
Positive schools, positive teachers and positive approaches to learning.

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key learning and teaching strategy in this module will be how to research, analysis and evaluate work-based practice

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection / assessment / e-learning**
Lectures and group discussions	5 x 5= 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay – an Evaluation of professional Practice	1 x 4000 words	100%	end of module

FSL 2132: **PROMOTING INCLUSION**

Credit value: 20
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) describe inclusion in its broadest sense and examine critically how policy and practices within the institutionsupport or hinder inclusion;
(2) explain and evaluate the application and impact of the legal framework for Inclusive Education, Race and Disability Legislation and Equal Opportunities
(3) apply strategies for differentiation and promotion of fair inclusive practices in order to provide effective support for all learners.

Content:

An overview of developments from segregation to inclusion and factors that influence inclusive policy and practice e.g. globalisation, media, politics, finance, legislation, research, attitudes, prejudice and discrimination
Government guidance on Inclusive Education, provision of effective support services, staff roles and responsibilities.
Models of effective support and a range of enabling strategies.
Listening to the views of learners.
Mechanisms to ensure learners' progress is supported and monitored: IEPs etc.
Supporting the learning needs and raising achievement for learners from a range of backgrounds.

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key learning and teaching strategy in this module will be how to structure a group presentation

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures and group discussions/ presentations	5x5=25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Poster presentation	1 x 1000 words	30%	during week 4
Analytical case study	1 x 3000 words	70%	end of module

FSL 2142: **INVESTIGATING AND EXPLORING SCIENCE**

Credit value: **20**
Half-Term offered: (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) Identify the knowledge, skills and understanding of Science Enquiry and explore the range of investigation types
(2) Demonstrate an understanding of the nature of science and scientific literacy
(3) Explore methods of effective science questioning and feedback to enhance the teaching and learning of Science
(4) Explain ways of helping learners move towards conceptual understanding of scientific ideas
(5) Explore how science teaching and learning can impact upon the development of key skills and thinking skills

Content:

This module will introduce students to:

- the nature of scientific enquiry
- science and citizenship
- use of questioning in science [context - Life Processes and Living Things]
- the constructivist approach to learning science [context - Physical Processes] and the role of oral feedback
- developing keys skills and thinking skills [context - Materials and their properties]

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
In particular, the teaching in this module will use small group work to help students in developing techniques of observation and enquiry
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ assessment / e-learning**
Lectures and group discussions	5x5x= 25 hours		
Individual and/or group tutorial	1x hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment

From	**Magnitude**		**Weighting**	**Timing**
Interactive display and Reflective commentary	1 x 1000 words	& 1 x 500 words	25%	end of module
Critical evaluation	1 x 2500 words		75%	end of module

FSL 2152 **DEVELOPING MATHEMATICAL THINKING**

Credit value: 20
Half-Term offered: (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a knowledge of the nature of mathematics and mathematical concepts;
(2) explain the central role which problem-solving plays in the teaching and learning of mathematics;
(3) apply this knowledge and understanding in support of the learning and teaching of mathematics in their work contexts;
(4) analyse their own mathematical knowledge, understanding and skills, and know how to develop these;
(5) carry out reflective mathematical investigation(s) within their work contexts, applying their knowledge, understanding and skills.

Content:

This module will cover:

- the nature, purpose and scope of mathematical learning.
- research findings with particular reference to developing problem-solving and mathematical thinking skills.
- theoretical issues and dimensions relating to the use and application of mathematical knowledge especially in relation to approaches to investigations and problems, and ways of developing pupils' mathematical thinking.
- activities which support young people's reasoning skills and lead them to an early understanding of proof in mathematics.
- different types of problems incorporating for example, numerical 'word problems' and 'real problem-solving'.

.Topics will include:

- problem-solving activities;
- the foundations of algebra through the study of number pattern, number sequences, functions and equations;
- solving problems involving the collection, representation, analysis and interpretation of data some of which highlights social and moral issues;
- methods and strategies for mental and written calculation using the four operations.

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
In particular this module will use critical feedback from work-based tasks as a key learning and teaching strategy

This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Lectures and group discussions	25 hours		
Individual and/or group tutorial	1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
A report based on a Mathematical investigation	1 x 2000 words	50%	end of wk 4
A critical analysis	1 x 2000 words	50%	end of module

FSL 2162: **SUPPORTING CHILDREN LEARNING LANGUIAGES 2**

Credit value: **20**
Pre-requisites: Must pass **FSL1142**

Objectives:

On successful completion of the module, students will be able to:

(1) analyse the role of language learning as part of the whole curriculum
(2) plan a series of activities for a lesson/a single pupil
(3) evaluate a range of MARRA (monitoring, assessing, recording, reporting and accountability) strategies for the language with particular reference to the European Languages Portfolio and the Languages Ladder
(4) evaluate the effectiveness of a range of materials and approaches (inc ICT)
(5) Critically reflect on issues of inclusion including EAL (Englsih as an Additional Language) and children with other language backgrounds

Content:

This module will introduce students to:
the skills of planning and presentation to support language learning
the nature and purpose of cross curricular and cross cultural links
the European Languages Portfolio as a means of recording achievement
continuity, progression and assessment
ways of increasing the use of target language in the teaching situation
issues of transfer KS2/3
issues of inclusion including EAL, etc.

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
In particular this module will use practical workshops to enable students to develop their personal linguistic skills
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ assessment / e-learning**
Lectures, workshops and group discussions	5x5 = 25 hours		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Critical appraisal of Professional practice	1 x 4000 words	100%	end of module

FSL 2172 **GYMNASTICS AND DANCE**

Credit value: **20**
Half-Term offered: (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) develop knowledge of the aims and content of gymnastic and dance activities taught in the primary school at key stage 1 and key stage 2 and of Foundation Stage ELGs in relation to Physical Development and the relevant Key Stage 3 PE Programme of Study
(2) demonstrate strategies to support the teaching and learning of the above activities in workplace contexts
(3) apply knowledge and understanding of the principles of differentiation and progression in the teaching of PE
(4) use monitoring and assessment processes in PE
(5) investigate and evaluate an aspect of PE provision in their working context.

Content:

Students will be taught how to support PE teaching and learning including aspects of pupil grouping, organisation and safety, especially in gymnastics.
The principles of assessment for learning, differentiation and progression in teaching PE will be introduced and exemplified through practical activities.
Topics covered will include:

- Gymnastic and dance activities (Age range focus: KS1 and KS2)
- National Curriculum PE and QCA Schemes of work foe PE
- Supporting teaching and learning in relation to pupil grouping, pupil assessment, and organisational and safety issues
- Safety issues related to gymnastic design, apparatus placement, apparatus lifting and handling and apparatus storage
- Development of an investigative focus: e.g. safety procedures and policies; health related exercise issues; special educational needs and PE; PE, Sport and the community; Active Schools.

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
Practical workshops will be the main teaching and learning strategy used in this module.
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops, pair and group discussions	5X5 =25 hours		
Individual and/or group tutorial	1X1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Investigative project	1 x 2000 words	50%	end of week 4
Evaluation of the Investigative project	1 x 2000 words	50%	end of module

FSL 2182: **HLTA PREPARATION 2**

Credit value: **20**
Pre-requisites: **GCSE or Key Skills Level 2 in mathematics**
Half-Term offered: *(1-6 as appropriate)*

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a broad knowledge and critical understanding of the principles of the current workforce reform
(2) demonstrate an understanding of the way in which, and the reasons why, these reforms have been developed and implemented
(3) critically analyse the impact of these reforms on personal and professional practice
(4) demonstrate an ability to effectively communicate information and analysis through presenting written reflective tasks concerning activities carried out in school which demonstrate and evaluate personal competence in relation to the HLTA standards
(5) identify and present evidence which appropriately demonstrates their own ability in relation to the HLTA standards

Content:

- Knowledge of relevant research and historical perspective
- Investigation and understanding of influences currently affecting their own workplace
- Familiarity with the HLTA standards
- Exploration of evidence-based assessment strategies and identification of appropriate evidence
- Opportunities to reflect on their own role and competence in relation to the given standards
- Development of reflective and evaluative writing skills

Learning and Teaching:

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. Work at Level 2 will emphasize the application and analysis of theory and develop the skills of critical reasoning.
A key teaching and learning strategy used in this module will be supported individual study
This module will run over 6 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment e-learning**
Lectures and group discussions	5 x 5 = 25 hours		
Individual and/or group tutorial	1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Written descriptions of three activities drawn from their school experience which demonstrate their competence against HLTA standards using a given format and are cross-referenced to appropriate evidence	1 x 2000 words	50%	end of module
A report which identifies and critically analyses national events which have nfluenced workforce reform, with reference to relevant research and statistical interpretation.	1 x 2000 words	50%	end of module

FSL 2192: **TEACHING A TOPIC IN KS3/KS4**
(KS3 MATHS, ENGLISH, RE, MFL & KS4 Business Studies)

Credit value: **20**
Half-Term offered (1-6 as appropriate)

Objectives:

On successful completion of the module, students will be able to:

(1) understand the subject curricular context in a secondary school including appropriate curricular links and transferable skills

(2) reflect critically on lesson planning and evaluate plans
(3) identify and evaluate a range of resources to support subject learning and teaching
(4) analyse and apply teaching strategies to a subject specific topic

Content:

In order to develop understanding of transferable learning and teaching strategies within a particular subject area, students will explore how to teach and plan a topic through study sessions focussed on the following:

- teaching a topic within KS3/KS4
- subject curriculum context for relevant key stage
- generic curriculum elements to be incorporated in subject specific curriculum e.g. ICT, citizenship, Secondary National Strategy
- planning lessons
- teaching strategies relating to subject area and key stage
- design and use of resources relevant to specific subject and key stage

Learning and Teaching

At Level 2 it is expected that students will know and understand the essential mechanics of HE study and be able to work more independently in resourcing and researching their learning. The development of study skills will inform the teaching strategy..

The key learning and teaching strategies in this module will be supporting students to undertake group and individual presentations.

The module will run over 6 weeks.

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/reflection/ assessment / e-learning**
Lectures and individual and group presentations	5x5hrs = 25 hrs		
Individual and/or group tutorial	1x1 hour		
Work-based tasks		24 hours	
Total hours:	26 hours	24 hours	150 hours

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio of lesson plans and evaluation; review of a teaching strategy; critical appraisal of resources	1 x 4000 words	100%	end of module

FSN 1002: **YOU, YOUR VOICE, YOUR SKILLS**

Credit value: 20
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Communicate confidently with groups
(2) Apply and adapt practical facilitation techniques for group story-work
(3) Understand and apply practical communication techniques, varying delivery and style for different audiences
(4) Use personal storytelling as a springboard for working with others' stories
(5) Understand compliance issues relating to performing or giving presentations in the workplace

Content:

This module will provide students with the opportunity to 'learn by doing' a number of core storytelling activities. During the first three practical facilitation workshops, students will write three short stories which they will then use as the basis for their performance training, learning how to adapt their delivery and style for different genres and different audiences/ venues. These stories will form the basis of their professional portfolio. Focusing on their own experience of writing and delivering stories, students will be encouraged to discuss the ethical, practical and emotional issues that arise from storytelling workshops and this work will give students the foundation on which to develop their Personal Development Plans and a reflective journal. Presentation and performance workshops will cover: using techniques to maintain audience-attention; preparing a room for performance; using mnemonic devices.

Learning and Teaching methods:

10 x 2-hour workshops per semester. The first three workshops will introduce students to a range of techniques for eliciting stories, during which they will write three of their own stories, considering in group discussion the issues that arise from this story-work. A small proportion of each of the subsequent workshops is designed to teach simple physical exercises which students will practise regularly between classes. In addition to this, the workshops are designed to introduce students to a range of presentation and performance techniques (via video and audio presentations), to be practised in classroom-based workshop activities. Students will have the opportunity in their work-based learning to cascade the training to colleagues, to deliver a practical performance and to learn about compliance issues affecting presentation and performance in their workplace.

Method	Student Contact Hours	Number of Groups
Workshops/ lectures	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 1000 words	20%	mid semester 1
Reflective journal	1 x 2000 words	60%	end of semester 1
Performance	5 – 10 minutes	20%	end of semester 1

FSN 1012: **FINDING THE STORY**

Credit value: 20
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Access written, recorded and/ or archive sources of traditional narratives
(2) Understand different methods of collecting narrative from oral sources and develop a basic understanding of the cultural and ethical issues implicit in such research
(3) Develop a personal repertoire of tales drawn from a range of storytelling traditions
(4) Understand and apply copyright issues for literary, artistic and performance rights

Content:

Students will be given the opportunity to develop their research skills by researching written, recorded and archived collections of traditional narratives. They will receive a library induction and an introduction to study skills to offer a framework within which to conduct their professional story-work. Students will also learn and practise facilitation techniques designed to elicit stories from storytelling participants and collect stories from oral sources. They will develop a personal repertoire of tales and reflect on the process of selecting and adapting stories in the context of their work and they will learn about copyright issues for literary, artistic and performance rights and how these issues relate to their vocational practice.
Learning and Teaching:

Students will benefit from a library induction and introduction to study skills. They will receive 16 hours of taught sessions, which will be delivered through a combination of lectures and practical skills workshops. Their work-based learning will be underpinned by VLE and will give them the opportunity to use the practical and academic skills gained in the course in a work environment and to reflect on this learning in their assessed essay.

Method	**Student Contact Hours**	**Number of Groups**
Library induction and study skills training	2	
Field trip	2	
Lectures/ workshops	16	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Group Performance and Commentary	10 mins, plus 1 x 1000 words	40%	end of semester 1
Essay on work-based Learning project	1 x 2000 words	60%	end of semester 1

FSN 1022: **INTRODUCTION TO NARRATIVE**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of a range of critical terms appropriate to the study of narrative
(2) Demonstrate understanding of the function of narrative in shaping and defining experience, and reflect upon the ethical issues arising from this
(3) Apply their understanding of how narrative works to produce a story suitable for a particular audience and context
(4) Demonstrate the ability to use critical skills to analyse narratives produced by themselves and others

Content:

This module will introduce students to the critical study of narrative. It will give them the vocabulary and critical tools for analysing stories. The course will have two parallel strands.
(1) Students will critically analyse a range of short stories, identifying the different components of fiction and considering what makes these stories effective. These stories will include short stories from published literary collections, but also some examples from popular culture, such as video diaries, blogs, magazines or newspapers.
(2) Students will write three original stories, applying their knowledge about the components of fiction as they write, and also using their critical skills to evaluate their own stories in order to redraft and develop these pieces. Students will therefore develop their practical skills in storytelling alongside engaging with theory to gain a deeper understanding of how stories work.

Learning and Teaching:

The seminars for this module will comprise a variety of learning and teaching methods, including small-group activities, plenary discussions and tutor presentations. Individual preparation activities will include writing tasks, work-related research tasks, trying out stories in the workplace, and some conventional study and reading tasks.

Method	**Student Contact Hours**	**Number of Groups**
Seminars	8 x 2 hours	
Workshops	2 x 2 hours	
Work based learning	20	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Story with a relfective critical and analytical commentary	1 x 2000 words or equivalent	60%	Mid semester 1
Exam	1 x 1 hour	40%	end of semester 1

FSN 1032: **STORYTELLING ACROSS TIME AND SPACE**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Understand, identify, and discuss the major traditions of storytelling and situate stories in their historical, social and political context
(2) Demonstrate knowledge of a wide range of story-genres
(3) Situate their own story work in relation to the relevant social, cultural and historical contexts

Content:

Students will have the opportunity to learn about the historical context of storytelling, considering the function of storytelling throughout the ages and the political, social and historical influences on both the content of stories and the context of their telling. They will understand the function of story in affirming identity and they will consider the centrality of story to systems of belief and community ritual. This module is designed to add depth and context to students' current understanding and uses of story and to provide a sound knowledge-base upon which they can build.

Learning and Teaching methods:

Delivery will be through a series of lectures and workshops and students will have the opportunity to develop their own skills in delivering storytelling activities by experiencing a number of different presentation methods and workshop activities throughout the course.

Method	Student Contact Hours	Number of Groups
Workshops/ lectures	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay on WBL research/ practical project	1 x 2000 words	60%	end of semester
Group presentation	20 minutes + 1 x 1000 words	40%	end of semester

FSN 1042: **WHY TELL TALES? INTRODUCTION TO APPLIED STORYTELLING**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of a wide range of applications of storytelling
(2) Demonstrate knowledge and understanding of Applied Storytelling as a concept and as professional practice
(3) Use critical skills to evaluate and discuss Applied Storytelling Projects
(4) Use the skills and knowledge gained on the course to devise their own Applied Storytelling project
(5) Demonstrate understanding of the likely sources of funding for storytelling projects

Content:

This module is designed to introduce students to the wide range of possible applications to which storytelling can be put. This will give context to students' vocational and personal uses of story, offer an insight into the occupational opportunities that are available to them, and allow them to learn about the practical demands of story-work in a range of settings. The module will be delivered primarily by guest lecturers/ workshop leaders from a wide range of occupational settings, who will give students the benefit of their experience and expertise. Guests will be drawn from the heritage, healthcare, media, and educational sectors. Workshop sessions will allow students to experience different styles and methods of delivering storytelling workshops and in Q & A and discussion sessions, students will have the opportunity to learn about the practical demands of storytelling work across these sectors. They will also have the opportunity to visit the workplaces of other students in order to extend their knowledge and awareness of the uses of storytelling in different sectors.

Learning and Teaching:

The first session will be an introduction to Applied Storytelling, by means of a visual and audio presentation followed by group discussion and workshop activity. Guest lecturers will deliver 2-hour sessions which will consist of: a presentation of their work, workshop activities to allow students to experience the guests' style of delivery and a Q & A/ discussion session. In work-based learning, students will make use of VLE to research Applied Storytelling projects and devise and run their own short Applied Storytelling project in the workplace.

Method	Student Contact Hours	Number of Groups
Lectures/ workshops/ seminars	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Group prsentation	10 minutes	10%	Through sem 1
Assessed essay	1 x 2000 words	60%	end of sem 1
WBL report/essay	1 x 1500 words	30%	end of sem 1

FSN 1052: UNDERSTANDING DIFFERENT FAITHS AND CULTURES

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the basic tenets of Islam, Buddhism, Sikhism, Judaism, Hinduism and Christianity, from cultural and ethical perspectives
(2) Access and evaluate some of the central stories that have shaped each tradition and reflect on the value and implications of using stories from different cultural traditions to break down barriers and combat racism in the workplace and community

(3) Demonstrate knowledge and understanding of the practical implications of working multi-culturally
(4) Apply knowledge and understanding in a practical context

Content:

This module will provide students with the opportunity to explore a selection of stories from the major faith traditions, with particular reference to festivals. These will include, for example, the Diwali story, the Hannukah story, the story associated with the festival of Eid-ul-Adha. Students will consider the stories in their historical and cultural contexts, looking at how these and the festivals that have grown up around them have helped shape each faith tradition. Students will critically analyse the stories and explore how they can be used to promote knowledge and understanding of different cultures and faith traditions. In addition to this, students will receive practical skills training and they will research policies of equal opportunities and diversity that they can apply to their work with diverse communities. Students will also consider how to forge and maintain contacts in diverse communities and they will have the opportunity to apply the knowledge gained in their work-context.

Learning and Teaching:

Delivery will be by seminar, workshop and field trip. Seminars will include tutor presentations, small group activities and discussions. Students will use workshop time to explore ways of using and presenting stories, for example, short talks to colleagues, community groups or telling stories to children. Research tasks during work-based learning, negotiated with individual employers, will include building contacts to promote inclusivity, trying ideas out at work and keeping a reflective journal.

Method	Student Contact Hours	Number of Groups
Seminars	6	
Workshops/ field trips	14	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Research Essay	1 x 1000 words	20%	mid semester 1
Essay	1 x 1000 words	20%	end of semester 1
Reflective journal	1 x 2000 words	60%	end of semester 1

Open to those of all faith traditions and none, the course will encourage students to reflect on the necessity of understanding the faith, festivals and stories of other cultures in an increasingly multicultural society.

FSN 2002: **Creative Writing**

Credit value: 20
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of a range of literature dealing with themes of transition and transformation
(2) Analyse the different ways in which writers have responded to these perennial themes
(3) Use this understanding and analysis to explore the relationship between subject and genre in their own original writing in response to these themes
(4) Discuss the process of writing by drawing parallels between the genres of published work studied during the module and their own creative practice

Content:

This module is offered by the English Department (Writing Practices II : Explorations in Genre) and gives students the opportunity to build on the writing experience they have gained throughout the Foundation Degree and to gain the relevant experience for progression to the BA (hons) in English and Writing. The module combines literary study and creative writing in order to introduce students to an important group of recurring themes in literature. Students will study a range of poetry and prose themed around transition and transformation. Within this broad area students will read and analyse poetry and prose dealing with themes of transition and transformation. The texts studied will form the basis of writing exercises which will culminate in the production of a sustained (2000-word or equivalent) body of original writing.

Learning and Teaching Methods:

Learning and teaching methods will combine seminars, creative writing workshops and self-directed reading and writing. Peer feedback and tutor feedback on creative writing exercises will be given throughout the year.

Method	Student Contact Hours	Number of Groups
10 x 2hr seminars	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed creative writing	1 x 1250 words	30%	end of sem 1
Extended creative writing	1 x 2000 words or equiv.	50%	end of sem 1
Critical commentary	750 words	20%	end of sem 1

FSN 2012: **DIGITAL STORYTELLING**

Credit value: 20
Pre-requisites: Basic computer skills
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of Digital Storytelling as a technical skill, a medium of communication and as a tool for engaging with diverse communities
(2) Write a Digital Storytelling script and produce a storyboard, taking into account the relationship between word and image
(3) Use ITC skills to produce their own Digital Story, including the use of scanners, image manipulation software and multi-media movie-making software
(4) Devise a lesson-plan to help others to make Digital Stories

Content:

Over the past ten years, Digital Storytelling has increasingly been acknowledged as a highly effective tool with a wide range of applications. It has been used within companies and within community, heritage, media, educational and health organisations as a tool for team-building, brand-strengthening, and marketing, for communicating individual stories in an innovative and engaging way, and for improving individuals' literacy and ITC skills. This module will equip students with the skills to produce their own Digital Story, based on one of the stories they have written on the course so far. They will learn how to turn their story into a Digital Story script, using photographs or other images to support the oral narrative. They will learn how to scan their photographs into a computer, manipulate them using image manipulation software, record their story and edit the recording and use movie-making software to bring image, voice and music together to produce a Digital Story. Throughout, students will consider the potential uses of Digital Storytelling in their workplace and the issues involved in teaching others to produce their own Digital Stories.

Learning and Teaching

A series of tutor-led presentations will introduce students to the skills they need to create their own Digital Stories and they will then have the opportunity to work on their Stories during the taught part of the course with the guidance of the tutor and with technical support on hand. Because the aim of this module is also to prepare students to teach other people to make Digital Stories, and because it is likely they will use different equipment in the workplace, the work-based learning component of the course will give students the opportunity to devise their own Digital Storytelling workshop materials using the equipment to which they have access or the equipment used on the course.

Method	Student Contact Hours	Number of Groups
Tutor presentations and ITC guidance	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Practical ICT work and Lesson plan	1 x 2000 words equiv	50%	end of semester 1
Reflective commentary	1 x 2000 words equiv	50%	Through semester 1

FSN 2022: **STORYTELLING AND THE BIBLE**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of some of the central stories that have shaped the Judaeo-Christian tradition

(2) Critically analyse stories, with particular focus on narrative and communication techniques
(3) Interpret Biblical stories from cultural and ethical perspectives
(4) Apply their knowledge and understanding in devising a piece of oral communication suitable for a target audience
(5) Reflect on the value and implications of using Biblical stories in the workplace or in voluntary activities

Content:

This module will provide students with the opportunity to explore a selection of stories from the Bible, and some of the parables. Students will consider the stories in their historical and cultural contexts, learning how these have helped to shape the Judaeo-Christian tradition. Students will also analyse the stories critically. Students will also be invited to reflect on the moral or ethical meanings which can be drawn from these stories. The course will consider different ways in which these stories can be used today, considering the more conventionally religious formats, but also more secular forms of communication like the thought for the day.

Learning and Teaching:

The seminars for this module will comprise a variety of learning and teaching methods, including small-group activities, plenary discussions and tutor presentations. The workshops will allow students to try out different formats for using Biblical stories, and to share and develop their ideas for oral presentations, supported by a range of learning activities. Individual preparation activities will include simple research tasks, trying out ideas in the workplace or voluntary sector, and reflective writing, as well as more conventional study tasks.

Method	**Student Contact Hours**	**Number of Groups**
Seminars	6 x 2 hours	
Workshops	2 x 4 hours	
Work based learning	20	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Oral Presentation plus Reflection	1 x 2000 words	50%	end of semester 1
Reflective essay	1 x 2000 words	50%	end of semester 1

Students will devise a presentation of their own, over a series of workshops, drawing on experiences from their workplaces or voluntary activities.

The course will be open to participants from all faith traditions and none, and students will be encouraged to reflect on the implications of applying these stories in a multicultural and increasingly secular world.

FSN 2032: **NARRATIVES OF HEALTH I**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of a wide range of narratives of health
(2) Critically analyse and discuss narratives of health
(3) Understand and analyse the ethical, cultural, social, political and practical issues raised by narratives of health
(4) Apply their understanding of narratives of health to their work with story in the workplace

Content:

This module is designed to offer students the opportunity to develop their understanding of narratives of health by introducing them to a range of memoirs of illness and recovery, therapists' accounts, online narrative health projects and theoretical literature on narratives of health. They will be encouraged to critically evaluate, analyse and discuss this literature and apply the issues that arise to their own storytelling work in different settings. Storytelling practitioners are often confronted by difficult situations and vulnerable participants in their work and this module aims to give students an insight into the types of issues that arise, the opportunity to discuss them with their tutor and peers, and to learn strategies for negotiating difficult situations.

Learning and Teaching:

Delivery will be by lectures/ seminars drawing on students' reading of key texts and online resources. Guest lectures will give students the opportunity to learn from the experience of those working in the field and WBL will give students further opportunities to experience work in practice.

Method	Student Contact Hours	Number of Groups
Workshops/ seminars	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Report on practical work	1 x 1500 words	30%	end of semester 1
Assessed essay	1 x 2500 words	70%	end of semester 1

FSN 2042: **LIVING STORIES**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the various contexts in which people engage in oral history and show awareness of cultural and ethical issues arising from these
(2) Analyse, evaluate and discuss the ways in which personal stories and testimonies represent a cultural construct influenced by the social and historical context of the teller and offer a wider understanding of the lives of individuals within communities
(3) Produce a poster and use PowerPoint to communicate community stories visually
(4) Use the skills gained on the course to devise and conduct an interview with someone in the workplace and use appropriate technology to present the findings

Content:

This module will commence with a consideration of how each student's own social and cultural context shapes their telling of their own story. In this the influence of such factors as 'race', social class, gender and life experience will be analysed. It will also explore how such 'stories of the self' can often be very typical in their nature. From here the module will explore other people's stories in the form of oral histories and testimony. It will include practical sessions on how to conduct oral history interviews and how to present projects.

Learning and Teaching:

The module will be delivered through a series of practical skills workshops and themed seminars based on core reading. Students will have the opportunity to gain practical skills during the early stages of the module, before engaging in and presenting their practical work-based learning projects from weeks 6 – 10. By presenting the results of their WBL project in contact hours, students are able to learn from each other about the uses of 'Living Stories' in a range of contexts and peer assessment allows them to further develop their analytical and group-work skills.

Method	Student Contact Hours	Number of Groups
Workshops/ seminars	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Group Poster or Power-point	1 x 1500 words equiv.	30%	end of sem 1
Work-based presentation	10 minutes	10%	through sem 1
Reflective commentary on Work-based presentation	1 x 2000 words	60%	end of sem 1

FSN 2052: **PERFORMING STORIES**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Respond creatively and critically to storytelling performances
(2) Apply knowledge of the characteristics of storytelling performance to the telling and performing of stories, in a variety of formal and informal settings, demonstrating their own storytelling style
(3) Demonstrate an awareness of a range of available props and their uses
(4) Demonstrate an awareness of issues affecting professional storytellers

Content:

This module builds upon the vocal performance skills learned at Level 1 and gives students the opportunity to explore 'the communication contract' in more depth, covering: developing and using active listening skills; building and maintaining confidence; creating the right mood; responding to audience participation; and using visuals and props. Students will critically analyse live and recorded storytelling performances, developing their understanding of the characteristics of oral narrative transmission, such as the rule of three. They will also gain an awareness of occupational issues centred on professional performance storytelling and they will consider their position in relation to debates within the contemporary storytelling community, such as whether storytellers should use props or 'tell the story straight'.
Students will be supported in acquiring the skills, confidence and competencies to enable them to tell stories in a range of formal and informal settings.

Learning and Teaching:

Delivery will be through workshops and seminars and students will be encouraged to use their independent study time to select and prepare stories for performance. Experiential learning of the skills of storytelling, in workshops, will prepare students for assessed performances. Work-based learning will give students the opportunity to practise their skills in a vocationally relevant setting before assessment in class. The use of peer assessment for the final performance will further develop students' skills in analysis.

Method	**Student Contact Hours**	**Number of Groups**
Workshops/ seminars	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2500 words	70%	mid semester 1
Performance	15 – 20 mins	30%	end of semester 1

FSN 2062 **SHARING STORIES: MEDIA, MODES AND METHODS**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding and awareness of methods of disseminating stories using different media
(2) Understand ethical, practical, budgetary and technical implications of disseminating stories in different media
(3) Understand how to identify budgetary needs and manage a budget
(4) Use ITC skills to set up and maintain a storytelling website

Content:

This module will give students the opportunity to learn the media, modes and methods used to disseminate stories in diverse contexts and to understand the ethical, practical, budgetary and technical demands of different modes of dissemination. A series of guest lectures will enable students to benefit from the experience and expertise of practitioners who have used a variety of media to disseminate stories gathered from diverse communities. Topics will include: putting together a publication of stories from the traveller community; marketing yourself as a professional storyteller to festival and other organizers; radio storytelling; innovative media projects for young people and disseminating/ exhibiting stories in museums. Students will also have the opportunity to learn ITC skills which will enable them to set up a storytelling website for the course as a group, displaying some of the work they have done on the course.

Learning and Teaching:

This module is delivered mainly by guest lecture, enabling students to learn from professionals in the field and sessions in the media suite or ITC centre.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	20	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	30 minutes	20%	mid sem 1
Contribution to website	1 x 1500 words equiv.	30%	through sessions 4 - 6 Semester 1
Assessed essay	1 x 2000 words	50%	end of semester 1

FSN 2072 **WORKING WITH CHILDREN AND YOUNG PEOPLE**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of a range of literature for and about children and young people
(2) Critically discuss and analyse literature on themes relevant to children and young people
(3) Apply a range of practical facilitation techniques for working with story with children and young people
(4) Understand key ethical, practical and safety issues related to working with children and young people

Content:

This module will enable students to gain knowledge of literature for children and young people and the practical skills to enable them to engage children and young people in storytelling activities. Students will also be introduced to key ethical, practical and safety issues related to working with children and young people, such as class and behaviour management, understanding diversity, and child protection issues. Through work-based learning, they will have the opportunity to undertake a placement, where they will be able to apply some of the practical techniques they have learned with children and/ or young people and gain experiential understanding of the issues discussed on the course.

Learning and Teaching:

The module will be delivered by a series of lectures and seminars based on a selection of literature for different age-groups. Practical workshop activity will allow students to gain understanding of a range of storytelling techniques they can use to engage children and young people in literature and to facilitate them in the telling of their own stories. Work placements during work-based learning time will allow students to put into practice what they have learned on the course and to benefit from observation and participation in story work with children and young people.

Method	**Student Contact Hours**	**Number of Groups**
Lectures/ seminars	10	
Workshops	10	
Work-based learning	20	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Oral presentation on WBL	15 minutes	20%	end of semester 1
Written report on WBL	1 X 2000 words	50%	end of semester 1
Assessed essay	1 x 1500 words	30%	end of semester 1

FSN 2082 **ORAL HISTORY**

Credit value: **20**
Semester(s) offered: **2**

Objectives

On successful completion of the module, students will be able to:

(1) Devise and undertake a substantial oral history project in the workplace or community
(2) Evaluate the significance of cultural and historical context and cultural and ethical issues raised when engaging in the transmission of oral narrative I
(3) Engage in the transmission of oral narrative as a reflective and informed practitioner
(4) Demonstrate an understanding of copyright issues and issues of ethics and ownership relating to the transmission of oral histories

Content:

This module supports and prepares students to devise and undertake their own substantial oral history project in the workplace, focussing on practical, delivery and compliance issues. Students will begin by examining the motivation, ideology and ethos of a selection of oral history collectors and consider issues of selectivity and representation in relation to published/ recorded oral history projects and also to their own developing projects. They will consider copyright issues and issues of ethics and ownership, again in relation to their own oral history projects, and they will ensure that strategies are in place for responding to issues arising from their projects. They will develop a rationale, ideology and strategy for their oral history project before carrying it out in the workplace and reporting on it for assessment.

Learning and Teaching:

The first four sessions will use seminars and workshops to prepare students for their substantial work-based learning project. Their project will be carried out in the workplace, with support from the tutor in the form of tutorials and communication via the VLE.

Method	**Student Contact Hours**	**Number of Groups**
Seminars/ workshops	8	
Tutorials	0.5	
Work-based learning	31.5	
Total hours:	40	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Project Plan	1 x 2000 words	50%	Mid semester
Assessed essay, submitted with results of project in written, audio or audiovisual form (not included in the word limit)	1 x 2000 words	50%	end semester

FSN 2092 **NARRATIVES OF HEALTH II**

Credit value: 20
Pre-requisites: Must pass FSN1022
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Understand the limits of their role as a storytelling facilitator or performer in a healthcare or related setting and understand how to deal effectively with ethical, practical or emotional issues that may arise
(2) Draw on their knowledge and experience to devise a substantial project appropriate for delivery in a healthcare or related setting
(3) Undertake a substantial project in a healthcare setting or equivalent

Content:

This module is designed to build on skills gained in Narratives of Health I and to prepare students to devise and undertake their own substantial storytelling project for delivery in a healthcare setting or an alternative setting where they will work with participants on narratives of health. They will develop an understanding of the limits of their role in relation to this kind of storytelling work and will learn about the healthcare sector and their relationship to it as a storytelling practitioner. Work-based learning will allow students to develop and undertake a substantial project on narratives of health.

Learning and Teaching:

A series of lectures will equip students to deal with issues arising from their work with narratives of health and workshops will enable them to gain the necessary practical skills, whilst one-to-one tutorials will enable students to receive constructive advice on their project. Work-based learning will allow students to put to use the skills and experience they have gained in this and the related module Narratives of Health I by undertaking a sustained project.

Method	Student Contact Hours	Number of Groups
Lectures	4	
Workshops	4	
Tutorial	0.5	
Work-based learning	31.5	
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Strategy plan	1 x 2000 words	40%	mid sem 1
Assessed essay	1 x 2500 words	60%	end of sem 1

HIS 1602 **DISCOVERING BRITISH HISTORY 1: SURVEYS AND SOURCES**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a broad understanding of the outline of British history through a study of significant turning points, and an in-depth and sophisticated knowledge of a significant event in British history.
(2) Define and deploy key historical concepts such as continuity and change and cause and effect/impact to produce effective analysis.
(3) Conduct basic historical research, identifying and using both primary and secondary sources critically and effectively.
(4) Exhibit the necessary skills to communicate historical knowledge and understanding in coherent, argumentative, and well-evidenced formats.

Content:

Students will be introduced to British history through a survey of key turning points (eg Norman Conquest, Reformation, Industrial Revolution) and an in-depth study of a significant event in British history (e.g. Boudicca's Revolt). They will develop understanding of essential historical concepts, such as causation, and will learn basic historical skills, such as primary source criticism and research skills. They will also learn how to communicate their historical knowledge and understanding effectively and with good use of evidence through essays and reports.

Learning and Teaching

Learning and teaching will take place through workshops, involving a range of methodologies such as tutor presentations, groupwork and discussion, informal presentations by students, and role play.

Method	Student Contact Hours	Number of Groups
Workshops	40 hours	1
Total hours:	40 hours	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 1500 words	30%	end of sem 1 or 2
Report	1 x 1500 words	30%	end of sem 1 or 2
Unseen paper	1 x 1.5 hours	40%	end of sem 2

Note that the each section of the module – the survey of turning points and the in-depth study – could be run in either semester 1 or 2, hence the scheduling for the delivery of the essay and the report. The unseen examination paper will test knowledge and understanding covered in both semesters of the module, and therefore is placed at the conclusion of semester 2.

HIS 1612 **DISCOVERING BRITISH HISTORY II**

Credit value: **20**
Pre-requisites: **HIS1602**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Analyse the problems posed by historical sources and the complexity and diversity which exists within historical explanation;
(2) Demonstrate sufficient understanding of the issues and arguments to begin to make their own decisions concerning the evidence and interpretations presented by other historians;
(3) Formulate, test and modify a hypothesis and draw conclusions on the basis of predominantly primary source evidence;
(4) Give a brief presentation with the aid of powerpoint software (or equivalent)
(5) Report briefly on independent research in the form of an essay. K, A, T

Content:

This module has two sections. In the Enquiry section of the module students study primary sources on a clearly defined topic, identifying issues which the sources raise and using these to test their hypotheses and contextualizing their findings within current scholarship. Precise topics offered each year depend on staffing but may include, for instance, Alfred the Great and the Viking Invasions. In the Interpretation section students examine one of the debates of history, for instance working-class life in Britain during the 1930s and World Ward II, considering in part, the extent to which historians disagree with each other when discussing such issues . Both sections encourage students to develop their research skills and understanding of how to use both primary and secondary sources, building on the basic skills developed in Discovering British History 1.

Learning and Teaching:

Learning is supported through weekly classes, using a range of teaching strategies, including role playing and empathy exercises in the Enquiry section.

Method	**Student Contact Hours**	**Number of Groups**
Classes	29	2
Group Tutorials	15 minutes x 4	
Total hours:	**30**	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 1500 words	30%	end of sem 1
Group presentation	20 mins	20%	end of sem 1
Assessed essay	1 x 2500 words	50%	end of sem 2

HIS 1702: **PATTERNS AND PERIODISATION IN HISTORY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an understanding of the broad outline of British history and an ability to discern and discuss patterns within it.
(2) demonstrate an understanding of the advantages and disadvantages of studying history through both broad surveys and studies in depth.
(3) analyse and comment on the comparative significance of a number of "turning points" in British history.
(4) analyse and comment on different approaches to periodisation in history.
(5) demonstrate an ability to undertake oral presentations.

Content:

Students will contrast survey and in-depth approaches to history by investigating a problem over a long span of time (such as the changing power of the British monarchy) and by undertaking a study of one aspect of a period in depth (eg art and architecture or transport in Georgian Britain). Students will also analyse the extent to which major events (eg the Norman Conquest, Black Death or Reformation) may be described as turning points in history.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	8	1
Workshops	30	2
Tutorials	2	12
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40%	end of sem 1
Essay	1 x 2000 words	40%	end of sem 2
Oral Presentation	15 minutes	20%	by end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay at the end of Semester 1.

HIS 1712: **THE HISTORIAN'S CRAFT**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On the successful completion of the module, students will be able to:

(1) demonstrate an understanding both of the range and likely location of primary sources available to the historian and the limitations and advantages of these various types of sources;
(2) assess different historians' approaches to historical research and how these approaches might be employed in interpreting historical sources;
(3) demonstrate an understanding of the practical problems posed by writing essays and reports, together with an appreciation of what constitutes both a good essay and report;
(4) demonstrate all the necessary skills to present an essay and a short report including all the necessary supporting information and academic apparatus;
(5) use appropriate computer software at a basic level.

Content:

The module commences with an introduction to the process of historical study through a case study (for example, the revolt of Queen Boudicca) which will include a contextual survey followed by research using primarily secondary sources relating more complex questions. The problems and perspectives discovered in this first exercise are elaborated in the second case study on a specific topic for example, Life in Victorian Leeds. Students analyse a broad range of primary sources, considering the accuracy and bias of each type of sources, assessing their value to historians. They also study the structure of the 'report' as a written form, and draw on the sources to produce a report on the second case study.

Learning and Teaching:

Learning will be supported through seminars, and workshops, with use of video, fieldwork, and student report-back sessions.

Method	**Student Contact Hours**	**Number of Groups**
Seminars/workshops	40	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Essay	1 x 1500 words	30%	end of sem 1
Report	1 x 1500 words	30%	end of sem 2
Unseen paper	1 x 1.5 hour	40%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay at the end of Semester 1.

HIS 1772 **STUDY IN DEPTH**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate detailed historical knowledge of an important period of non-British history;
(2) explain the historical significance of a particular period;
(3) explore the inter-relationships of various different aspects of a society;
(4) deploy the necessary vocabulary and conceptual understanding for the analysis of the process of historical change;
(5) present arguments and research findings in a form suitable for exhibition or display.

Content:

The module will take a major historical transformation (for example, the French Revolution), and seek to explore The causes and the nature of the changes it effected by examining it from a variety of overlapping perspectives. It will draw out the complexity of historical change, and the dangers of examining any one aspect of a society in isolation. By looking at the way in which influence spreads across national boundaries it will also introduce students to the difficulties of assessing historical significance.

Learning and Teaching:

This module is taught primarily through workshops – e.g. focusing on the use of web resources – and seminars. Some role-play is used to raise issues of empathy. Throughout the module class preparation is required. Students are expected to prepare as a group for class presentations, to undertake background reading, and to work together to prepare the poster presentation.

Method	**Student Contact Hours**	**Number of Groups**
Workshops/seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	2000 words	40%	early sem 2
Group Poster Presentation	3000 words equivalent	60%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay at the end of Semester 1.

HIS 1782 **HISTORY PROFESSIONAL ATTACHMENT 1**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate the ability to apply their understanding and the skills gained during their level one History studies to a professional situation
(2) Demonstrate an understanding of the aims, procedures and activities of an organisation
(3) Demonstrate that they have made a real and significant contribution to the employer

Content:

Students will be placed within an organisation for six weeks, which will permit the student to relate their academic studies to the activities of that organisation. The detailed nature of the placement will be the subject of a formal "learning agreement" between the student, the attachment provider and the College.

Learning and Teaching:

Learning will be supported through group lectures and individual tutorials. Tutors will normally visit the student while the student is on attachment.		
Method	**Student Contact Hours**	**Number of Groups**
Lecture	4	1
Tutorials	1	Individual
Site Visit by tutor	2	Tutorials prior to attachment for each student.
Total hours:	7	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 3000 words	100% Pass/Fail	end of attachment period

At the conclusion of the attachment the College tutor will make an assessment of the student's practical performance (i.e. 'Pass' or 'Fail') based on information obtained directly by the tutor as well as an employer's report. In addition students will normally undertake a specific project related to their employer's needs and provide a written report not exceeding 3000 words. Where the particular conditions of an attachment make it impracticable for the student to undertake a specific project, a detailed general evaluation of the organisation's deployment of its aims & objectives (3000 words) will satisfy the written element of the course work required. The report on the attachment must include a description of the organisation's aims and activities and **must also** include sustained analysis/criticism/reflection/ based on the student's experience.

Where a student has undertaken a specific project, the employer will also submit a brief report on the student's work.

A 'Pass' grade in both practical work and the written report is required for the award of credits for this Module.

Students must pass either this module or FAS 1012 in order to progress to Level 2.

HIS 1792 **INTRODUCTION TO MODERN WORLD HISTORY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an awareness of the key historical developments of the twentieth century;
(2) show an understanding of how these events have shaped the modern world;
(3) discuss long term processes of change and stability;
(4) give a brief presentation with aid of powerpoint software (or equivalent);
(5) Report briefly on independent research in the form of an essay.

Content:

This module takes and overview of the history of the world in the twentieth century. It considers the significant events, individuals and material developments in the chronology of twentieth century world history. It explores a number of themes in the history of the last century, such as the balance of power and the world order; the rise of ideological conflict and the cold war; war, its nature and impact, international organisations and the world order, the global environment, globalization and global culture.

Learning and Teaching:

Learning is supported through group work in classes, supported independent reading and research.

Method	Student Contact Hours	Number of Groups
Classes	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Unseen paper	1 x 1 hour	30%	end of sem 1
Group presentation	20 minutes	20%	End of sem 1
Assessed essay	1 x 3000 words	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2500 words.

HIS 1822 **HISTORY IN CONTEMPORARY SOCIETY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Describe the variety of uses made of history outside the academic field in the popular media and in the heritage industry;

(2) Understand current debates on the advantages and disadvantages of popular representation of the past;
(3) Engage in basic evaluation of examples of popular history;
(4) Engage in the production of an example of popular history and discuss the way in which the past has been represented in it;
(5) Engage in group work, leading to an oral presentation.

Content:

Students will explore the role played by history in the popular media and the heritage industry. In the first two thirds of the module they will study and assess examples of popular history, such as historical films, history documentaries, historical novels, museums, and heritage sites and activities, and will engage with current debates on varieties of popular history. Case-studies of examples of popular forms of history will be used to illustrate and explore these topics: this will include a field visit to a local museum/heritage site. In the final third of the module, students will undertake a group project, which will involve an oral presentation and the production of an example of popular history – such as the first chapter of an historical novel or story, the first act of an historical play, the script and storyboard for the first scene of an historical film, or a small exhibition/display. In a report, they will reflect on the use made of the past.

Learning and Teaching:

Learning will be facilitated through workshops, with use of video, site visits, plus student report-back sessions & presentations. When the cohort size exceeds 20 the cohort will be divided into two workshop groups, as shown in the table below.

Method	**Student Contact Hours**	**Number of Groups**
Workshops/seminars/tutorials	35	2
Site Visit	5	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio of reviews	1 x 2500 words	50%	By mid sem 2
Group oral presentation	20 mins	20%	by end of sem 2
Report	1 x 1500 words	30%	by end of sem 2

The portfolio will consist of two reviews, each of 1250 words, one critically assessing an historical film, documentary, drama, comedy or novel, the other a museum or heritage site or activity, e.g. virtual tour. The first review will be submitted in draft form in Semester 1 for informal feedback, allowing the student to reflect on, revise and improve on his/her initial submission; the second will be supported through discussion with the module tutor in an individual tutorial. The group oral presentation will involve the presentation/performance of the product of the group project; the individual report will allow each student to reflect critically on the uses made of history in the project.
Students permitted to take the module for 10 credits will submit an essay of 2,000 words.

HIS 2702: **PROBLEMS IN HISTORY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) analyse the problems posed by historical sources and the complexity and diversity which exists within historical explanation;
(2) demonstrate sufficient understanding of the issues and arguments to begin to make their own decision for the evidence presented by other historians;
(3) formulate, test and modify a hypothesis and draw conclusions on the basis of predominantly primary source evidence.
(4) Communicate their findings in writing, including all necessary academic apparatus, and verbally in the form of a group oral presentation.

Content:

This module has two sections. In the historiography section students examine one of the debates of history. In the Exploration in depth section students study primary sources on a clearly defined topic identifying issues which the sources raise and using sources to test their hypotheses.
Precise topics offered each year depend on staffing. Indicative topics would include:
(for historiography) The Renaissance, or Imperialism;
(for Exploration in Depth) The American Revolution, or Victorian Working Women 1842 – 1902.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Classes	29	2
Group tutorials	15 minutes x 4	16
Total hours:	30	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay (historiography)	1 x 2500 words	50%	End of Sem 1
Essay (Exploration in Depth)	1 x 1500 words	30%	End of Sem 2
Group presentation	1 x 20 minutes	20%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay.

HIS 2712: **RESEARCH AND DISCOVERY**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On the successful completion of the module, students will be able to:

(1) demonstrate an understanding of the limitations and advantages of primary sources;
(2) demonstrate and ability to use primary sources to test a hypothesis;
(3) assess the validity of different interpretations of the histiography of the subject to be studies in their research projects;
(4) undertake both individual and small group work.
(5) write up a sustained piece of research in the form of a coherent, logical, well-argued research report, including all necessary academic apparatus.

Content:

In semester one students undertake a group study testing hypothesis using primary sources that they have been provided with. Students then progress to individual research projects again testing a specified hypothesis, but in this case using primary sources and artifacts that they must locate themselves. Precise topics offered each year depend on staffing. Indicative topics would include: (group project) the Civil Rights Movement in the USA during the 1950's – 70's; (individual project) The Victoria Press; The Railways in Britain and the Empire, 1830 – 1918; Women in the USA.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars and workshops	20	2
Group tutorials	9	
Individual tutorials	1	
Total hours:	30	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Project Report	1 x 2000 words	40%	End Sem 1
Research Project	1 x 3000 words	60%	End Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 1 x 2500 word essay.

HIS 2752: **HISTORY PROFESSIONAL ATTACHMENT II**

Credit Value: 20
Semester(s) offered: 2

Objectives:

On successful completion of this module students will be able to demonstrate:

(1) discuss the aims, procedures and activities of and organisation the work of which involves, communicating information about the past to non-specialist audiences;
(2) critically analyse the relationship between History, as an academic discipline, and History as it is communicated to non-specialist audiences;
(3) Take responsibility for their decision-making, in a professional context.

Content:

Students will be placed within an organisation for six weeks which will permit the student to relate their History and professional studies to the activities of that organisation. The detailed nature of the placement will be the subject of a formal "learning agreement" between the student, the attachment provider and the College.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lecture combined with ENG2012	4	1
Tutorials	1	individual
Site visit by tutor	1	Tutorials prior to attachment for each student
Total hours:	6	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 4000 words	100%	End of attachment

At the conclusion of the attachment the College tutor will make an assessment of the student's practical performance (i.e. 'Pass' or 'Fail') based on information obtained directly by the tutor as well as an employer's report. In addition students will normally undertake a specific project related to their employer's needs and provide a written report not exceeding 4000 words. Where the particular conditions of an attachment make it impracticable for the student to undertake a specific project, a detailed general evaluation of the organisation's deployment of historical skills and/or knowledge (4000 words) will satisfy the written element of the course work required. The report on the attachment must include a description of the organisation's aims and activities and **must also** include sustained analysis/criticism/reflection/ based on the student's experience.

Where a student has undertaken a specific project, the employer will also submit a brief report on the student's work.

A 'Pass' grade in both practical work and the written report is required for the award of credits for this Module.

HIS 2762: **INDEPENDENT STUDY IN HISTORY I**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module students will be able to:

(1) identify historical questions and formulate hypotheses related to a chosen topic;
(2) plan a schedule of work enabling them to test the hypotheses and answer questions identified;
(3) compile a bibliography of secondary sources for the given topic;
(4) demonstrate an understanding of the historiography of the chosen topic and the ability to assess the validity of competing arguments;
(5) synthesise, organize and present knowledge and understanding in both oral and written forms using the appropriate historical apparatus.

Content:

Students will negotiate topics with appropriate tutors, the topic to be dependant on supervising staff expertise and availability. The major focus of study will be a problem in historiography, requiring students to develop a detailed knowledge of the historical context for their chosen topic, analyse reasons why historians differ in their views of the topic, and reach conclusions as to which views they consider most appropriate in the context of current research.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Tutorials	3	Per student
Presentations	0.5	Per student
Total hours:	3.5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Oral presentation	1 x 30 mins	40%	Mid sem 2
Assessed essay	1 x 3000 words	60%	End of Sem 2

This module is not available for 10 credits

HIS 2792: THEMES IN MODERN WORLD HISTORY

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate their ability to discuss historical questions dealing with a range of geographical areas and across the twentieth century;
(2) demonstrate a detailed knowledge of key aspects of twentieth century world history;
(3) critically analyse the nature of key forms of historical argument (such as casual argument or comparative argument)
(4) Synthesise, organize and present knowledge in various written contexts.

Content:

Students will examine how both communist and fascist/nazi parties gained and maintained their power, critically analysing the various historical arguments concerning this. This examination of historians understanding of these phenomena will be contrasted with the experiences of those who lived and died under these regimes by considering individual's memoirs, autobiographical writing and oral history interviews.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	12	1
Seminars/tutorials	12	2
Total	24	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay	1 x 1500 words	30%	end of sem 1
Assessed essay	1 x 1500 words	30%	end of sem 2
Unseen paper	1 x 1 hour	40%	end of sem 2

Students permitted to take a half-module for 10 credits will be assessed on the basis of a 2500 word essay.

HIS 2832: **FIGURING THE PAST**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Identify a range of primary and secondary sources from which statistical data concerning specific topics in history could be extracted, and the kinds of questions they could be used to answer.
(2) Critically evaluate and interpret statistical data given in tables, charts and graphs, in historical articles or books, or in historically-related computer-based reports or databases.
(3) demonstrate an understanding of basis statistical techniques;
(4) produce spreadsheets, tables, charts and graphs in an appropriate form to illuminate typical historical questions;
(5) present their findings in the form of a report including all the necessary supporting information and academic apparatus.

Content:

This module examines how historical data may be collected, analysed and displayed. Via a specific case study, such as migration to and immigration within the USA, it introduces students to the criticism and interpretation of statistical data and techniques. Students are introduced to, for example, the issues raised by use of the mean, median and mode, and of basic sampling techniques and significance testing, and develop their own skills in locating or compiling data sets, and applying basic techniques to them. Workshops introduce students to internet based resources and to spreadsheet applications.

Learning and Teaching:

Learning will be supported through taught class sessions often demonstrating the use of statistical methods on the smartboard; computer based practical and workshops and personal tutorials.

Method	**Student Contact Hours**	**Number of Groups**
Classes	24	1
Workshops/practicals	12	1
Seminars	3	2
Tutorials	1	10
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 1500 words	33%	end of sem 1
Report	1 x 3000 words	67%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay of 2500 words.

HIS 3702 SPECIAL SUBJECT 1
HIS 3712 SPECIAL SUBJECT II

Credit value: 20 + 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to demonstrate:

(1) demonstrate detailed knowledge of a specific period;
(2) demonstrate an understanding of the limitations and advantages of the major primary sources and an ability to use those sources to build and support their own arguments;
(3) demonstrate an understanding of the differing arguments of historians on key themes and an awareness of the current nature of debates;
(4) the ability to assess the validity of competing explanations for events and actions.
(5) synthesise, organise and present knowledge and understanding in written form, using the appropriate historical apparatus.

Content:

Two of the following topics will normally be delivered each year. Not all topics are offered each year.

1. Popular Culture in Seventeenth Century England

The topic provides an in-depth study of the cultural changes/continuities amongst the 'lower orders' during the seventeenth century. It is concerned with popular culture in its widest sense: religion, politics, literature, social life and customs during a period of upheaval in society. There is an examination of the individualist culture of the Puritans and its effect on traditional beliefs and behaviour of the people. Themes examined include: the social, economic and ideological setting; the influence of Puritanism on popular religion; politics; marriage; leisure; and witchcraft.

2. Victorian Countryside

The rural population in the Victorian Countryside is examined, with students initially acquiring a context and an understanding of the issues involved. The rise and fall of British agriculture (the repeal of the Corns Law, the period of High farming and the Depression), and the repercussions of these changes on the countryside and its people are charted and considered. Students look at the experience of laborourers, farmers, landowners and the changes and continuities experienced by the communities in which they lived, from the Agricultural Revolution to the First World War. Issues such as: changing work practices, the embourgeoisment of the farmers and their families, and representations of the countryside in art and literature, including its use as a site of leisure, are discussed.

3. The Victorian City: Manchester 1832 - 1901

The topic focuses on Manchester as an example of the Victorian city. Several themes are identified: the social conditions in the city; the impact of industrialisation; the attempts to alleviate poverty; the consequences of insanitary housing; working class politics. In addition students study the development of the education system as a reaction first to political radicalism and later to the challenges of an expanding franchise. They then examine the evolution of patterns of recreation and leisure in the city. Students conclude by drawing conclusions, on the basis of the material considered, about the nature of urban politics and the development of education, recreation and leisure in the city.

4. Votes for Women 1866 - 1919

This topic concentrates upon the campaign for women's franchise in Britain. It commences with an overview of the women's campaign and its wider social and political context for the entire period, asking the questions why the women's claims were so contentious. The organisation and methods of both non-militant and militant groups are then considered in more details during the periods 1866-1907, and 1907 – 1919 as well as the position of the various political parties and parliament. Other factors in why the vote won, including the franchise factor', changing attitudes towards women, and women and the war, are assessed in the final section.

Representations of the Middle Ages, 1750-1900

This topic will examine eighteenth and nineteenth-century representations of the Middle Ages through a variety of media: Pre-Raphaelite paintings and Gothic Revival architecture. Gothic and historical novele, romantic poetry, social commentaries, and historical and antiquarian publications. Students will trace and critique the traditional trajectory from Enlightenment rejections of the

Middle Ages as a time of barbarism, ignorance and superstition to the Victoria reinterpretation of the medieval period as an age of romance and chivalry, social order or community, religious faith and artistic authenticity. They will examine how valid this interpretation is and explore a range of different uses of the medieval pasts – from the Anglo Saxon period to the fifteenth-century – to express personal crises, religious convictions, political opinions from Tory to Marxist, concern about gender roles, and social and cultural ideals and aspirations.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars/workshops	75	2
Individual tuition	20 mins	Individual tuition
Other (field work)	5 hours	2
Total hours:	80 hrs 20 mins	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	Before end of Sem 2
Unseen Paper	1 x 3 hour paper	100%	End of Sem 2
Other	A two-part 2000 word seen source	50%	Before end of Sem 2

Note: Special Subject = 20 + 20 credits = 100% + 100%. In order for two separate awards of 20 credits to be given the above assessment is divided in the following way:

Assessment A (20 credits)**:** Essay (50%) and seen source analysis (50%)
Assessment B (20 credits)**:** 3 hour unseen paper (100%)

NB Students permitted to take a half-module for the award of 20 credits will be assessed on the basis of 1 two-hour exam paper and a one-part seen source analysis question.

HIS 3732 **HISTORY RESEARCH REPORT**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module students will be able to:

(1) Put into practice and further develop the skills of planning historical research attained at previous levels (ie presenting a hypothesis or identifying a problem; summarizing relevant historiographical debates)
(2) Plan the research methodology for their report by locating, reviewing and selecting primary sources to be used for research; formulating a viable research methodology that employs the relevant historiographical debate and describing how the primary sources might be used in order to test the hypothesis).

Content:

(1) complete a sustained piece of research based upon an analysis of a reasonable body of primary sources, using the research methodology they have developed in semester one to test the hypothesis they have constructed.
(2) Write up in a coherent, logical, and well-argued manner, and presented with appropriate ancillary material and supported by full scholarly academic apparatus, a report that summarises their primary source research finding and makes comment on the relevant historiography.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars/workshops	4	1
Individual tutorials	3	Per student
Total hours:	7	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Methodology chapter	1 x 1000 words	20%	end of sem 1
Report	1 x 4000 words (not including methodology Chapter)	80%	end of sem 2

HIS 3744 HISTORY DISSERTATION

Credit value: 40
Semester(s) offered: 1&2

Objectives:

On successful completion of the module students will be able to:

(1) put into practice the skills of historical research attained in the TAS history programme (ie presenting a hypothesis or identifying a problem; collecting and collating material; evaluating evidence; drawing conclusions);
(2) complete a sustained piece of research which is written in a coherent, logical, well argued manner and is presented with appropriate ancillary material and supported by full scholarly academic apparatus.
(3) state and discuss their early findings in the form of an individual oral presentation.

Content:

The individual student will negotiate a research topic with the Dissertation tutor, the topic to be dependant on supervisory staff expertise and availability. The research will be based predominantly on primary sources. This might include: a body of oral history interviews that the student has conducted in a rigorous manner, visual & physical evidence such as paintings, artifacts, buildings and landscape, historical texts or the evidence of a historical debate surrounding a topic when that debate has a long and detailed history. In addition, students will need to demonstrate a contextual eg historiographical knowledge of, and/or an understanding of theoretical or methodological approaches to the specific topic.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars/workshops	10	1
Personal tutorials	4	Per student
Total hours:	14	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Dissertation	1 x 10000 words	80%	Sem 2, wk 24
Presentation (individual)	30 mins	20%	by end of sem 2

HIS 3792 **HISTORY AND MEDIA: REPORTING CRISIS**

Credit value: 20
Pre-requisite: Must pass HIS2792 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) investigate a specific current event and its historical context through contemporary documents; reportage in newspapers and in other media including television and webpages.
(2) demonstrate an understanding of the role of the media in commenting on historical crisis.
(3) assess and critically analyse the deployment of competing reporting and commentary of these events by international organizations, reporters and other forms of communication media.
(4) write up a sustained piece of research, including necessary supporting academic apparatus.

Content:

During the first semester the entire group of students will investigate the causes and events of a specific crisis in recent history. For instance the war and NATO intervention in Kosovo during 1999 might be investigated through a consideration of contemporary newspaper and television reports; the websites of key international organizations and the subsequent publications of journalists. These sources will be used to consider the competing interpretation of the crisis and its causes. This will include a questioning of the morality of NATO and of Western actions, a factor that is clearly seen in recent secondary publications. Consideration will also be made of attempts to promote reconciliation in Former Yugoslavia (and more widely).

In semester two students will work in small groups employing the approaches and methodologies established during semester one in a smaller case study concerning specific events in current events. Students will be given a orecise questions/area/event to explore and test along with full references to specific documents; websites; videos and secondary reading which they will need to refer to in order to investigate that event.

Learning and Teaching:

Lectures – 12 hours. These will explore the contact of the particular subject under review and consider the various methodologies that might be employed to explore these. Film/documentary content will be included.
Workshops – 18 hours.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	12	1
Workshops	18	2
Group tutorials	2	
Total hours:	36	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40	end of sem 1
Research project	1 x 3000 words	60	end of sem 2

HIS 3822 **PRESENTING THE PAST**

Credit value: 20
Pre-requisite: Must pass HIS1822
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) describe and comment on current arguments concerning key issues relating to the contemporary heritage industry and its role in presenting the past;
(2) describe and comment on current arguments concerning key issues relating to other forms of public/non-specialist history;
(3) critically evaluate the strengths and weaknesses of individual genres or media through which the past is presented with reference to specific periods;
(4) conduct scholarly reviews of individual representations of the past focusing on specific examples and applying theoretic knowledge to the analysis.
(5) demonstrate a high level of skill in group work, engage in accurate use of analysis and enquiry through independent research, and communicate via report-writing and oral presentation.

Content:

Students will explore key issues relating to the modern heritage industry and its role in presenting the past, such as access and social inclusion, finance and admission fees, the representation of different classes, genders and ethnicities, and the strengths and weaknesses of various modes of interpretation. They will also critically evaluate the arguments and assumptions surrounding the ways in which the past is represented to specialist and non-specialist audiences through, for example, TV documentaries, historical films and novels. In this way, students will develop a sophisticated understanding of issues such as audience, the impact of visual media, different modes of interpretation, questions of historical authenticity, empathy, realism and narrative construction; and reflect on the limits of scholarly history as a mode of representation.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Workshops	22	1
Tutorials	2	Individual
Fieldwork	6	6
Total hours:	30	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 1500 words	30%	by end of sem 2
Group oral presentation	15 mins	20%	by end of sem 2
Independent study	1 x 2500 words	50%	by end of sem 2

HUM 1102 **CHANGING PERCEPTIONS OF CHILDHOOD AND ADOLESCENCE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate understanding of the changing experience of children/adolescents and of constructions of childhood and adolescence across time and space;
(2) Demonstrate understanding of the use of key terms in the study of texts, particularly narrative and poetry: eg. realism, irony, voice, and figurative devices;
(3) Demonstrate an awareness of the range of primary sources available to the historian, and of methods of interpreting historical sources;
(4) Critically discuss specific poems, stories, and other kinds of text on themes related to childhood and adolescence, on the basis of an accurate and sensitive reading.

Content:

Students will be introduced to changing experiences, attitudes to, and constructions of childhood and adolescence. Sessions will focus on 'texts' (poems, short stories, oral traditions, images, artifacts) which represent the child or the adolescent, and/or which are intended for the child or adolescent.

Students will be introduced to a range of critical terms relevant to the study of these different texts. They will have practice in applying these by studying critically a range of texts, including short stories and poems, on themes related to childhood and adolescence.

Learning and Teaching:

Learning and teaching methods will combine lectures and workshops. A considerable amount of group work will be required of students both in sessions and independently. Students will be expected to prepare in groups for class presentations, and a portfolio of short written pieces will support the development of essay-writing skills.

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio of written work	1 x 1000 words	25%	end sem 1
Assessed essay	1 x 1000 words	25%	end sem 1
Group oral presentation	15-20 mins	25%	end sem 2
Assessed essay: source analysis	1 x 1000 words	25%	end sem 2

HUM 1782 **VISION AT WORK**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an understanding of ethical issues related to work developed through the study of texts and the use of other disciplinary resources that support appropriate reflection;
(2) demonstrate the acquisition of careers information searching skills, a knowledge of routes into work relevant to graduates and the preliminary development of a personal career planning strategy;
(3) demonstrate an understanding of the personal, ethical and external factors which influence career choice;
(4) demonstrate the development of communication skills, including ICT skills, appropriate to the competent performance of a professional role.

Content:

After a brief introduction to the ethical issues of work, students will engage with the process of identifying a placement appropriate to their interests and aspirations by means of a professionally related project. This might include, for example, identifying a profession and studying it in relation to career prospects, nature of employment, numbers employed and salaries etc within it. Another project, for example, might be with an organization which could offer the student a place for their level two professional attachment or might be undertaken in relation to a hypothetical 'employer'. Student will receive detailed guidance from the relevant module tutor concerning their project. Students will develop professional communication skills, including ICT skills, making oral and written presentations that deploy a variety of techniques, and will demonstrate their ability to work effectively as part of a team.

Students will be introduced by varied means, including contributions from guest lecturers, to the discipline of serious reflection on work-related issues. Apart from a core element, students will have the opportunity to concentrate on work-related aspects of one or both of their joint honours subject areas. Students will study a range of approaches which are likely to include, for example: Catholic / Christian social teaching and ethics; work and working men and women in historical perspective; the challenge of working in a foreign country; questions of work in selected literary texts.

Learning and Teaching:

Student contact time will be 'front-loaded' in the six-week module ie there will be between 8 and 9 hours class time in each of the first three weeks of the module and in week 5.

Learning and Teaching Method	Student Contact Hours	Number of Groups
Lectures	30	1
Seminars	4	6
Essay supervision	15	
Total hours:	34 hours 15 minutes	

Assessment:

Form	Magnitude	Weighting	Timing
Project & Portfolio	1 x 2000 words	50%	sem 2
Essay	1 x 1000 words	25%	end sem 2
Essay	1 x 1000 words	25%	end sem 2

The portfolio will normally include: (i) a draft curriculum vitae and letter of application related to the students' career interests; (ii) a personal report on the project. The essays will be on approved topics which relate to the academic content of the module. Assessment of the project and portfolio will take account of the quality of the presentation.

A pass grade is required for the award of credits in this module and for progression to Level 2.

HUM 2102: **SWEEPS & RABBIT HOLES**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of a range of texts for and about children in the period 1780-1914.
(2) Demonstrate detailed knowledge of the period, with a focus on socio-cultural factors relevant to an understanding of the experience of and attitudes towards childhood in a representative range of social and political contexts.
(3) Apply, in analysis of texts, an understanding of the conceptualization of children and childhood in differing historical, political and socio-cultural contexts.
(4) Synthesize, organise and present knowledge and understanding in both a written form and through a group oral presentation.

Content:

Students will make a close study of a nineteenth century range of texts (including oral traditions) which are either for child readers or in which the representation of children is a major element. Students will examine texts in the context of a deepening grasp of the socio-cultural conditions, political or theological debates (eg. child labour, education, and Evangelical ideas about the child) that shaped the understanding of childhood and the experience of children between 1780 and1914. Students will also be encouraged to examine works in relation to literary developments (e.g. romanticism, realism). As part of the assessment, students will be required to present, orally and visually, the results of analysis of representations of childhood in specific historical contexts.

Learning and Teaching:

The course will be delivered via classes which make use of a number of learning and teaching methods, including: presentations by the tutor, exercises in groups, informal presentations by students, and plenary discussions.

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 1500 words	40%	end of sem 1
Assessed essay	1 x 1500 words	40%	end of sem 2
Oral presentation	15-20 mins	20%	during sem 2

HUM 3012 **THE ROOTS OF IDEAS: THE FOUNDATIONS OF WESTERN THOUGHT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a knowledge of selected West European theorists and thinkers in the humanaties and social sciences from the ancient world until the late twentieth century.
(2) show an in depth knowledge of one theorists or thinker within the parameters of the module, and an ability to analyse and evaluate his or her ideas;
(3) demonstrate and ability to apply theories and philosophies which they have studies to particular issues or topics, such as the nature of freedom, war and peace, aesthetics.
(4) Exhibit a high level of ability to present ideas orally and in a written form, and to sustain debate.

Content:

Students will study theories and philosophies of normally seven or eight thinkers in the humanaties and the social sciences, such as (for example) Plato, Aristotle, Augustine, Machiavelli, Rousseau, Wollstonecraft, Marx, Freud, Foucault. They will be concentrating primarily on a close reading of selected extracts from key works by the theorists and thinkers, and they will study a thinker of their choice in depth. They will be required to compare and contrast the theories and ideas of each thinker in class debates, and to apply them to such issues and topics (for example) civic responsibility, power, equality, race and gender, and the role of religion and culture in a civic community. The theorists studies, and the topic/issue chosen for the oral presentation may vary from year to year and could be selected with attention to the nature of the cohort of students (eg should the cohort consist primarily of theologians, a greater number of theological thinkers could be selected). The module will develop theoretical and critical understanding and knowledge appropriate to preparation for post-graduate study within the humanaties; and will develop the ability to explain and experiment with ideas, both verbally and in written form.

Learning and Teaching

Seminars will combine tutor guidance with analysis of texts, discussion and debate. Learning will be supported by handouts, and by preparation and reading before each seminar as directed by the tutor.

Method	**Student Contact Hours**	**Number of Groups**
Seminars	48	1
Total hours:	48	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 3000 words	60%	end of sem 2
Oral presentation & Debate	30 minutes	40%	end of sem 2

HUM 3102 **GARDENS, STREETS AND PLAYGROUNDS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of a range of texts written since 1914 for and about children/adolescents
(2) demonstrate an awareness of some key historical developments affecting children and adolescents in the twentieth century.
(3) Apply in analysis of texts and understanding of the changing conceptulisation of childhood and adolescence in a range of political and socio-cultural contexts.
(4) Demonstrate an understanding of key literary critical and historiographical debates concerning childhood and adolescence.
(5) Demonstrate oral presentation skills appropriate to a group presentation, and individual research and writing skills.

Content:

Students will make a close study of a range of texts from the twentieth and twenty first centuries which are either for children/adolescents in a major element. They will explore selected historical topics (eg war, its nature and impact on the lives of children/adolescents) and critically analyse appropriate texts in the light of these topics.

Students will be encouraged to examine works in relation to literary modes (eg fantasy, realism), and to socio-cultural and political debates (eg education, disability, and teenage culture)

Students will be encouraged to examine the literary, cultural and filmic arts that bring stories, poems and ideas within the circule of a child's/adolescent's awareness.

Learning and Teaching:

The course will be delivered via classess which make use of a number of learning and teaching methods, including: presentations by students, and plenary discussions.

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	36	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 1000 words	25%	end of sem 1
Assessed essay	1 x 2000 words	50%	end of sem 2
Oral presentation and	15 – 20 mins	25%	end of sem 2
Reflective commentary	1 x 500 words		end of sem 2

JOU 1002 **CRITICAL ISSUES IN JOURNALISM 1**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to

(1) Demonstrate a basic understanding and knowledge of the UK newspaper market (national and regional), ownership and history
(2) Demonstrate a basic understanding and knowledge of the social role of journalism
(3) Demonstrate a basic understanding and knowledge of the process of news production, and factors affecting this process

(4) Demonstrate a basic understanding and knowledge of the basic legal and regulatory frameworks
(5) Demonstrate a basic understanding and knowledge of the main changes and trends in journalism production and content and implications for news audiences

Content:

This module is designed to familiarise students with the UK newspaper market, its history, development and ownership, as well as journalism's role in society. It also aims to make students examine how news is selected and produced, and to outline factors affecting this process, such as general social, economic, political, regulatory and legal issues. Students will be introduced to trends in journalism production and content, and the key academic debates around these issues, including ethics and standards.

Learning and Teaching

A combination of lectures and tutorials.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	20	4 or 5
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	2 x 1000 words	Essay 1 20% Essay 2 30%	middle and end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay

JOU 1122 **NEWS JOURNALISM**

Credit Value: 20
Semesters offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the relationship between journalism and society;
(2) Demonstrate an understanding of the key regulatory, social, cultural and economic factors which affect and shape news gathering and news production;
(3) Identify, locate, research and produce basic news stories for a stated audience.

Content:

This module addresses such topics as the role of the press, the manufacture of news, objectivity, news values, regulatory frameworks and ethics.

The module provides an opportunity for students to appreciate the language, style and format of news, and to demonstrate understanding of this by researching and writing news stories.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Seminars/Workshops	20	5
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	40%	end of sem 1
Portfolio	1 x 2000 words equivalent	60%	end of sem 2

The portfolio would normally include the production of a range of news stories

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay.

JOU 1132 **SHORTHAND AND DIGITAL NEWSPAPER DESIGN**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a proficiency in accurate and comprehensive note-taking
(2) Demonstrate a basic competence in location sound recording and editing
(3) Demonstrate a basic competence in television studio operations
(4) Put into practice within a simulated newsroom environment the basic knowledge and skills gained from the course
(5) Evaluate their learning in a written format

Content:

The Shorthand part of the module will introduce the learners to fast note taking using the journalism industry standard shorthand - Teeline. At the end of this module the students will be able to write at 40 – 45 words per minute.

1) Location sound recording will include the use of the portable digital audio recorder; microphone and interview techniques; principles of digital editing; editing and recording exercises; compilation of interview material.
(2) TV Studio will include a studio familiarisation exercise; introduction to the main elements of the TV studio and gallery; scripting, performance and production.

The module will culminate in an intensive 6 week college based period of news gathering and production simulating professional practice.

Learning and Teaching

Shorthand – Use of dictation and audio tapes. Students are given the opportunity to use the tapes outside the classroom to improve their accuracy and speed.

During the 6 week period students will work in teams to produce newspapers/ newsletters taking on a range of editorial and newsgathering roles.

This hours for this module extend beyond what is normally considered appropriate for a level 1 module but the teaching hours reflect the hours necessary for the different elements.

Method	**Student Contact Hours**	**Number of Groups**
Workshops Shorthand	36	4
Workshops TV	6	6
Workshops Location Sound	12	6
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Shorthand	Diction exam 1 x 1000 word equivalent (45-60 wpm)	Pass/Fail	end of sem 2
Portfolio 1*	2 x 1250 words equivalent	50%	during and end of sem 1
Portfolio 2*	1 x 2000 words equivalent	50%	end of sem 2

* Portfolio 1 includes:
(i) Vox-Pop recording (individually produced) plus 1000 word report (individually produced)
(ii) TV studio recording (group produced) plus 1000 word report (individually produced)

** Portfolio 2 will normally include:

(i) Individually produced copy covering a range of different subjects and styles
(ii) Copies of the group produced newspapers

(iii) Individually produced reflective report 1000 words

Although a numeric mark will be returned for this module, students must pass the Shorthand element of the module to gain an overall pass.

This module is not available as a 10 credit module

JOU 1152 **POLITICS 1**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of local and central government and authorities.
(2) Explain and understand the structure, finance, operation and resposibilities of National Health Service, Social Welfare Service, Local Authorities, and Local Government
(3) Show an awareness of current issues and debates facing local and central government.
(4) Apply the above background knowledge to practical or simulated reporting exercises.

Content:

At the end of this module the student will be able to demonstrate a knowledge and understanding of:

Structure & Operation of Local Government:

1. Local Services with respect to housing, education, planning, social services, emergency services, environmental protection and conversation, public transport, leisure and recreation
2. National Health Service with respect to the various health bodies and the complaints machinery.
3. Social Welfare Service: with respect to the service provided by the Dept. of Work and Pensions.

Structure & Operation of Central Government

1. Structure & operation of Central Government
2. Administration & finance of the National Health Service
3. Social Welfare Services
4. Role of Government in Trade & Industry and structure and operation of companies
5. The Utilities – water, gas, post etc.
6. Treasury and basic economic terms
7. The Monarchy
8. The Home Office
9. The European Union
10. Defence & International Affairs

Learning and Teaching:

Learning is supported by lectures and tutorials.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	20	4
Total	40	
Total Students n = 100		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Newspaper reports	2 x 1000 word equiv.	50%	during and end of sem 1
Report	1 x 2000 words	50%	end of sem 2

Students permitted to take half-module for the award of 10 credits will be assessed on the basis of the semester one assessment

JOU 1162 **PRACTICAL JOURNALISM 1**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a basic understanding of the make-up of local and national papers and their audiences
(2) Demonstrate an appropriate use of language and style for a designated purpose
(3) Demonstrate an ability to carry out appropriate research
(4) Demonstrate a basic understanding and knowledge of how public interest journalism is employed by newspapers

Content:

This module introduces students to research and writing techniques. It examines the range of article types, the detailed content and construction of newspapers, and the style and language of newspapers for different audiences. This includes helping students understand: how to use the internet effectively for research; how to ask relevant questions; the difference between hard and soft news; how journalists serve the public interest (such as court and civic reporting), carry out investigative journalism, formulate debate and give readers a voice. The emphasis, where possible, is on practical experience.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	20	2
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio 1*	equivalent to 2000 words	50%	thoughout sem 1
Portfolio 2*	equivalent to 2000 words	50%	Throughout sem 2

The assessment deadlines will be spread throughout each semester
Portfolio 1*, normally including a comparison of different newspapers, a research exercise and an English exercise

Portfolio 2**, normally including a court report, a council report and an investigative report

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the assessment for the semester of study

JOU 1172 **WRITING FOR THE MEDIA**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a basic understanding of the make-up of local and national papers and their audiences.
(2) Demonstrate an appropriate use of lanaguge and style for a designated purpose.
(3) Demonstrate an ability to carry out appropriate research.
(4) Demonstrate a basic understanding and knowledge of how public interest journalism is employed by newspapers.

Content:

This module introduces students to research and writing techniques. It examines the range of article types, the detailed content and construction of newspapers, and the style and language of newspapers for different audiences. This includes helping students understand: how to use the internet effectively for research; how to ask relevant questions; the difference between hard and soft news; how journalists serve the public interest (such as court and civic reporting), carry out investigative journalism, formulate debate and give readers a voice. The emphasis, where possible, is on practical experience.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	20	2
Total hours	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio 1*	1 x 2000 words equiv.	50%	Throughout sem 1
Portfolio 2*	1 x 2000 words equiv.	50%	Throughout sem 2

The assessment deadlines will spread throughout each semester
Portfolio 1*, normally including a comparison of different newspapers, a research exercise and an English exercise.
Portfolio 2*, normally including a court report, a council report and an investigitave report.

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of the assessment for the semester of study.

JOU 2102: **JOURNALISM IN CONTEXT**

Credit value: 20
Pre-requisites: Must pass JOU1122 or MED1542 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a critical understanding of debates concerning important contemporary issues in journalism; identify, locate, research and produce a feature article for a stated audience

Content:

Building on knowledge and skills acquired in News Journalism, this module provides students with the opportunity to critically examine and analyse important contemporary issues in journalism and the implications for wider society.

The module critically addresses issues such as: how crime is reported and how this impacts on society; how patterns of ownership in the press affect the democratic process; the rise of 'infotainment' and the implications for citizenship. It also examines how journalism can represent certain interest groups while under-representing others.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	16	1
Seminars/Workshops	20	5
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio*	1 x 2000 words equivalent	50%	End of sem 1
Essay	1 x 2000 words	50%	end of sem 2

* The portfolio would include a feature article plus evidence of research

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay.

JOU 2112: **PROFESSIONAL DEVELOPMENT AND PLACEMENT**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) produce a rigorous analysis of the aims, procedures and activities of a particular type of organisation;
(2) put into practice in the workplace the appropriate knowledge and skills as gained in an academic context;
(3) reflect critically on the experience with respect to further career planning and the attributes required for their future employability.

Content:

Students will normally be placed within a news/news related or sports related organisation. In carrying out a range of duties on the attachment the student will be able to reflect on the relationship between theory and practice. The detailed nature of the attachment will be the subject of a formal 'learning agreement' between the student, the attachment provider and the College.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	2	1
Workshops	2	6
Tutorials	1	Per student
Other	Site visit by tutor*	Per student
Total hours:	5	

*Full support will be available to students and this will normally include a site visit where possible.

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 4000 words	100% Pass/Fail	end of attachment
Successful completion of attachment		Pass/Fail	

A Pass grade in both practical work and the written attachment report is required for:

the award of credits for the module and
2) progression to Level 3

JOU 2152: **POLITICS 2**

Credit value: 20
Pre-requisites: Must pass JOU1152
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Recognise and show systematic understanding of major political doctines.
(2) Critically evaluate the various civil and political rights, lberties, and freedoms.
(3) Be able to undertake a critical analysis of the the current party political situation in the UK and how the three major political parties stand on the various civil and political rights, lberties, and freedoms.
(4) Apply the above background knowledge to practical or simulated reporting exercises.

Content:

At the end of this module the learner will be able to demonstrate competence and show understanding of :

11. **Major political doctrines**:
    Capitalism, Communism, Colonialism, Neo-colonialism, Conservatism, Federalism, Feudalism, Imperialism, Liberalism, Marxism, Nationalism. Socialism
12. **Civil and political, freedoms, rights and liberties** including:
    Freedoms of assembly, association, expression, speech, press, movement, religion, thought, academic freedom and the right to dignity, information, liberty, privacy, property, seek asylum

Learning and Teaching:

Learning is supported by lectures, tutorials and self-directed learning		
Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	20	2
Totals	40	3
Total Students n = 40		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Newspaper reports	2 x 1000 words equivalent	50%	during and end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

Students permitted to take half-module for the award of 10 credits will be assessed on the basis of the semester one assessment.

JOU 2162: **PRACTICAL JOURNALISM 2**

Credit value: 20
Pre-requisite: Must pass JOU1162 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Distinguish between a news and feature article
(2) Produce and research ideas for features
(3) Describe different types of feature articles, e.g., opinion pieces, reviews, profiles, researched features
(4) Demonstrate the appropriate writing style for features
(5) Demonstrate the appropriate content and structure of a feature article

Content:

At the end of this module the student will:
Semester 1 - 10 weeks
Understanding and defining the feature
The structure and rules of feature writing
Sources of ideas
Research techniques
Interviewing techniques
Different types of features:
- The review
- The profile
- The opinion piece

Language, tone and style
Intros, Out-tros and use of quotes

Semester 2 (11 weeks)
Students to be divided into two teams and each team to produce a bi-monthly newspaper containing a variety of articles: news, features, profiles and reviews. There will be an opportunity for each team to produce 4-5 issues. Print Journalists to contribute the first 4-8 pages (depending on whether A4 or A3 size) and Sports Journalists to produce last equal number of pages.

Every student to undertake at least one editorial role and one subbing/design role within these 4-5 editions and two feature writing roles (i.e. produce two original features).

Learning and Teaching:

Lectures, Seminars, Tutorials, Simulated Exercise		
Method	**Student Contact Hours**	**Number of Groups**
Lectures, Seminars,	12	1
Simulated Exercise	8	2
Tutorials	20	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Researched Feature	1 x 1000 words	40%	end of sem 1
Portfolio	Note 1	60%	end of sem 2

Note: 1
Students to hand in portfolio containing
- 4 editions of their team's paper
- 2 reflective short reports on their editorial and subbing/design contributions to relevant issues
- 2 final features, one informative researched feature and one profile/review, along with original version before being subbed.

Students are to be encouraged to contribute more than the required assessed criteria to the production/publication process so that they can choose their best editions/articles to be forward in portfolio for assessment.

JOU 2182 **CRITICAL ISSUES IN JOURNALISM 2**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Critically analyse the relationship between journalism and democracy
(2) Demonstrate a critical knowledge and understanding of the relationship between journalists and their sources
(3) Critically analyse the effects of trends in journalism that affect these relationships and the academic debates surrounding these issues
(4) Critically analyse theories of ideology and propaganda in journalism

Content:

Building on the basic knowledge gained in Critical Issues 1, this module aims to examine in more depth and detail the role of journalism in society, in particular the relationship between journalism and democracy and trends in modern journalism that impact on this, such as the relationship with sources and news access; the rise of public relations and spin; and technological developments and investment. The module will examine the resulting implications for journalists, audiences and the public sphere.

Learning and Teaching

This module aims to make use of research in journalism by making use of key academic studies in the field, through lectures and tutorials.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	20	5
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	40%	end of sem 1
Case study	1 x 2000 words	60%	end of sem 1

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the assessment for the semester of study.

JOU 3112 **SPECIALIST REPORTING SKILLS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a systematic understanding of and competences in applying relevant specialist editorial values and treatments
(2) identify and locate relevant specialised sources and stories
(3) undertake research and interviews for specialised news and features material
(4) demonstrate independence, initiative and self-management in undertaking individual journalism projects
(5) demonstrate an ability to work within a production team
(6) contribute as a member of a team to the production of at least one relevant, specialised magazine, in total or in part, involving at least two different media (i.e. print, on-line, radio, audio-visual)

Content:

This module builds upon foundations in knowledge and critical evaluation of journalism, and in the technical, editorial and journalism skills, established at Levels 1 and 2 and further enhanced at Level 3. It introduces students to their chosen specialised field of journalism, to work alongside specialist professional journalists and each other, in production-driven contexts. In semester 1, this production work is primarily on an individual basis. In semester 2, students come together under the editorial leadership of a specialist professional journalist, collectively to create a magazine, or equivalent, involving at least two different media.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	4	1
Tutorials	4	4
Workshops	20	1
Total hours:	28	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio*	1 x 2000 words equiv,	50%	end of sem 1
Portfolio*	1 x 3000 words equiv.	50%	end of sem 1

This module is not available for study as a half module for 10 credits
* The semester 1 portfolio will be an individually produced feature item plus evidence of research
* The semester 2 portfolio will be a group produced artifact with evidence of the individual contribution

JOU 3122 **JOURNALISM ETHICS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) critically evaluate the Regulatory Framework
(2) show a systematic understanding of the journalistic code of conduct
(3) show a systematic understanding of the relevant philosophical schools of thought including truth, objectivity, behaviour, freedom and responsibility.
(4) analyse and critically evaluate specific instances of ethical contestation and infringement
(5) apply the above background knowledge to practical or simulated reporting exercises.

Content:

(1) Regulatory Framework - Ofcom
(2) Journalistic code of conduct – NUJ, IPJ
(3) Ethics and ethical dilemmas
(4) Ideology
(5) Philosophical schools relevant to journalism
(6) Truth
(7) Objectivity
(8) Behaviour
(9) Responsibility
(10) Culture and the new capitalism

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	18	1
Tutorials/group work	18	2
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay - philosophy	2 x 1500 words	50%	end of sem 1&2
Newspaper feature	2 x 1000 word equivalent	50%	end of sem 1&2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the semester 1 assessment.

JOU 3132 **JOURNALISM IN PRACTICE**

Credit value: 20
Pre-requisites: Must pass JOU2102 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) carry out sustained journalistic research and produce an extended piece of journalism relevant to a stated audience in an appropriate format
(2) demonstrate a critical understanding of key journalistic concepts
(3) evaluate the relationship between key journalistic concepts and journalism in practice

Content:

The module will provide an appreciation of different forms and styles of journalism (e.g. magazines, broadcasting and online).

Through supported independent study the module provides an opportunity for students to build on and develop existing journalism skills and knowledge (from News Journalism and Journalism in Context modules in previous years, as well as any technical skills they have already acquired) to produce a more in-depth practical extended piece/body of journalistic work of their choosing.

It also gives students the opportunity to reflect on best practice and to relate this practice to journalism theory (e.g. by producing a report on their practical work).

Learning and Teaching:

This module involves a high level of independent study/work and each student will be supported by a named supervising tutor with expertise in the medium chosen by the student.

Students will not be provided with specialist technical support, and they should choose their format based on how confident they feel with skills already acquired.

Due to high level of support and individual tutorials needed, numbers would need to be limited. The following is based on a nominal module size of 40.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	6	1
Seminars/Workshops/ Individual Tutorials	6	*
Total hours:	12	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Project Proposal	1 x 1500 words	20%	end of sem 1
Portfolio*	3500 word equivalent	80%	end of sem 2

* The content of the portfolio will be subject to discussion and approval by the supervising tutor and will develop from the skills that each student has gained in previous modules. The following are examples:

three features (approx 1,000 words each) and three news stories (approx 100 words each) plus reflective academic report on journalistic work (approx 500 words)

or
four short news-based TV broadcast reports (approx 3 minutes each) plus reflective academic report (approx 500 words)

or

a 4/5 minute radio news package, a 7 – 10 minute interview, a 1 minute scripted voice piece plus reflective academic report (approx 500 words)

or

A combination from different media plus a reflective academic report (approx 500 words)

This module is not suitable for study as a half module.

JOU 3142 **APPLIED JOURNALISM RESEARCH PROJECT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Produce an applied research project appropriate to the subject specialism
(2) Demonstrate awareness of the processes of researching, planning and information gathering associated with best professional practice
(3) Present a research project that demonstrates professional standard production values

Content:

This module will require students to develop professionally relevant skills of academic critical reflection upon the applied nature of journalism in their areas of specialist interest. Initial lectures will set the context and structure of the modules and consider key research methods; thereafter students will work independently to produce a research project.

Learning and Teaching:

The number of groups for tutorials will depend on the number of students registered for the module. Lecturers from across the disciplines will be involved in supervision as appropriate.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	8	1
Individual Tutorials	4	
Total hours:	12	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research Proposal	1 x 1000 words	20%	End of Sem 1
Research Project	1 x 5000 words	80%	End of Sem 2

This module is unsuitable for study as a half module

JOU 3152 **POLITICS**

Credit value: 20
Pre-requisites: Must pass JOU 2152
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Critically evaluate the policies of the three major political parties in the UK.
(2) Critically evaluate the stance taken by the three major political parties in the UK to the various civil and political rights, lberties, and freedoms.
(3) Show a systemic understanding of censorship, news management, media spin and the Lobby.
(4) Apply the above background knowledge to practical or simulated reporting exercises.

Content:

At the end of this module the student will demonstrate an advanced knowledge and understanding of, and be able to critically evaluate:

- The three major political parties in the UK
- Media spin
- Censorship
- News management
- Use of advertising in politics
- How the public are persuaded

Learning and Teaching:

Learning is supported by lectures, tutorials, group work

Method	**Student Contact Hours**	**Number of Groups**
Lectures	12	1
Tutorials/group work etc	12	2
Totals	24	3
Total Students n = 40		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Newspaper Report	2 x 1500 word equiv	40%	Middle & end of sem 1
Essay	1 x 5000 words	60%	end fo sem 2

Students permitted to take half-module for the award of 10 credits will be assessed on the basis of the assessment in module 1.

JOU 3902 **LAW FOR JOURNALISTS**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the main principles of English law affecting the media.
(2) Demonstrate knowledge and understanding of the main principles of English law affecting the press and broadcast regulatory arrangements.
(3) Critically evaluate the current human rights legislation
(4) Demonstrate the ability to be able to report from the law courts.

Content:

4. The Main Principles of English law, that affect the media.
5. The laws pertaining to contempt, copyright, defamation, innocent submission, who can be sued, libel and privacy.
6. The laws affecting the press and broadcast regulatory arrangements.
7. Human Rights Legislation
8. Court reporting.

Learning and Teaching:

Learning is supported by lectures and tutorials.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	18	1
Tutorials	18	4
Total	36	
Total Students n = 100		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Newspaper report	2 x 1000 word equiv	50%	during sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take half-module for the award of 10 credits will be assessed on the basis of the semester one assessment.

MED 3532 **e.CONTENT MANAGEMENT**

Credit value: 20
Pre-requisites: Successful completion of MED 2622 or MED 2562 or equivalent
Semester(s) offered: 1 & 2

Objectives:

(1) demonstrate a systematic understanding of the dynamic technologies of the internet and evaluate different solutions for various media products & services
(2) demonstrate critical understanding in the practice of dynamic web site design and interaction for an identified audience
(3) develop, evaluate, implement, and maintain dynamic website content

Content:

This module provides a study of dynamic web content and technologies with relation to design, interaction and usefulness. This module will examine the use of industry standard tools used for dynamic interaction and web content management.

It will also address branding and feedback with dynamic web elements and designing and implementation of dynamic media

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	14	1
Workshops	5	2
Tutorials	5	2
Total hours:	24	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	40%	end of sem 1
Portfolio	1 x 3000 words equiv.	60%	end of sem 2

The portfolio will normally include a dynamic web site plus an evaluative report

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MED 3612 **EUROPEAN MEDIA**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a systematic understanding of the development of media in selected countries since 1945;
(2) explain and critically evaluate the aims, character and impact of European Union policies affecting the media;
(3) critically analyse the notion of European media and evaluate its relevance to national, Europe-wide and global issues such as identity and harmonisation.
(4) undertake independent research under supervision.

Content:

The module examines the notion of European media, different national practices, the growth of transnational media activities and the prospects for the development of media in Europe. It addresses topics such as the two Germanys; the transition from dictatorship to democracy in Spain; the state and broadcasting in France; politics and the media in Italy; Central and Eastern Europe after the Cold War; European Union policy initiatives and their impact; problems of regulation, censorship and access; diversity and harmonisation; national and European identity.

Learning and Teaching:

This module involves a high level of independent study/work supported by a named supervising tutor

Method	Student Contact Hours	Number of Groups
Lecture	12	1
Seminar	12	1
Tutorials	3	4
Total hours:	25	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 5000 words	100%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MED 3642 **PUBLIC DISCOURSE IN THE MEDIA**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) situate and critically reflect upon the development of the mediated public as a historically contingent body.
(2) critically analyse and evaluate the roles of various media formats in offering a public arena of discussion and confession.

(3) undertake independent research under supervision.

Content:

The first part of this module looks at the historical development of the public, with an emphasis on its role in the rise of political communication. The second part examines the development of public discourse as an expression of popular culture, looking in particular at the various formats of broadcast talk and public address. It culminates in a comparison between different means of representing public interest, public debate and public confession. It employs theories of subjectivity and discourse analysis to critically examine mediated public discourse, and concludes with an exploration of the influence of the popular expression of the public on the political public sphere.

Learning and Teaching:

This module involves a high level of independent study/work supported by a named supervising tutor

Method	**Student Contact Hours**	**Number of Groups**
Lectures	28	1
Tutorials	8	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research proposal	1 x 100 words	20%	end of sem 1
Essay	1 x 4000 words	80%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MED 3662 **VISUAL CULTURE AND COMMUNICATION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a systematic understanding of a range of theoretical and ethical debates surrounding the use of visual imagery in the contemporary media
(2) Demonstrate the effective use of a range of visual and analytical sources and conceptual frameworks appropriate to research in a chosen area
(3) Demonstrate an ability to create, manipulate and present visual imagery in an effective and coherent manner

Content:

The module provides an overview of analytical frameworks and practical methodologies that inform work in the field of visual culture. Students will explore some of the basic elements of visual design and communication in the practices of others as well as in their own practical and written work. They will look at some of the innovative practices and analytical frameworks of the early 20th century (such as those of the Russian avant-garde, the Bauhaus, the emergence of humanist as well as abstract photography). Students will also explore the visual principles underlying consumer culture from advertising in the 1960s, through to innovations in contemporary youth and technological culture. Popular art forms such as film, comics and animation will also provide examples of basic principles of visual communication. Assessed work will give students the opportunity to apply the ideas and principles they have encountered.

Learning and Teaching:

It assumes recruitment of 40.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	16	1
Workshops	10	2
Total hours:	26	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40%	end of sem 1
Portfolio	1 x 3000 word equivalent	60%	end of sem 2

* The portfolio will normally include the production of personal CVs, illustrated feature article, as well as other items such as 'make-overs' or web-pages Each individual piece will be accompanied with a short piece of evaluative writing explaining the reasons why it has taken the form that it has. Academic content would be further enhanced by asking students to do a short piece for the portfolio on one particular source of inspiration ('Bauhaus' or 'Art Nouveau' or the 'Surrealists'), which then serves as the basis of work in the portfolio.

Students will pay attention to layout and design of assignments and to the use of illustrations. They will also have the opportunity to use any relevant technical skills they have developed (in digital photography, web design or other visual arts).

MFC 1012 **PROFESSIONAL DEVELOPMENT AND PLACE – MEDIA, FILM & CULTURE 1**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Compile a presentable dossier of material explaining work and other experience relevant to job applications T
(2) Undertake a personal skills audit and prepare an action plan in response to it
(3) Apply knowledge and skills in the work situation to a satisfactory standard
(4) Analyse the aims, structure and activities of a specific organization or other structured professional experience

Content:

(1) A professional development programme of weekly sessions, with special reference to the audio-visual and cultural sectors. The programme will comprise
- assembly and updating of CV and other professional documentation;
- career entry, sector and job analysis, function and roles of Sector Skills Councils and other professional bodies;
- role play activities to develop interview skills;
- briefing on EPO procedures and arranging placements;
- interview with Placement Tutor;
- introduction to organisational analysis and corporate communications;
- introduction to profiling and self-understanding.

(2) Placement with suitable organization(s), normally six weeks in total

(3) Reflection on and evaluation of placement.

Learning and Teaching:

Preparatory activities:
- lectures, workshops (including discussion groups and role plays);
- interview with Placement Tutor.

Placement in organization or other structured professional experience.

The scheme below assumes recruitment of 100.

Method	Student Contact Hours	Number of Groups
Lectures	9	1
Workshops	3	5
Tutorial interview	0.5	Individual
Attachment liaison	1	Individual
Total hours:	13.5	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 2000 words equiv	50%	during sem 1
Placement	equivalent to 6 weeks	Pass/Fail	During sem 2
Report	1 x 2000 words	50%	end of sem 2

A numeric mark will be returned.
Students must pass all three units of assessment in order to pass the module.
Students must pass the module in order to be eligible to progress to Level 2.

Normally a student will be ineligible to undertake the placement without satisfactory completion of the pre-placement programme and the required communication of placement details to the Employer Partnership Office.

The practical element is normally of 6 weeks duration and may comprise an external placement or other structured professional experience which meets the learning objectives of the module and involves an equivalent workload. In either case the placement will be the subject of explicit agreement between the student, supervisor, module co-ordinator and EPO.

Not available as a half-module.

MFC 1032 **MEDIA PRODUCTION 1**

Credit Value: 20
Semesters offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a basic competence in location sound recording and editing;
(2) Demonstrate a basic competence in television studio operations;
(3) Demonstrate a basic competence in creating web pages;
(4) Demonstrate a basic competence in sound studio engineering techniques;
(5) Evaluate their learning in a written format.

Content:

Location sound recording will include the use of the portable digital audio recorder; microphone and interview techniques; principles of digital editing; editing and recording exercises; compilation of interview material.
TV Studio will include a studio familiarisation exercise; introduction to the main elements of the TV studio and gallery; scripting, performance and production.
Creating web pages will look at the fundamental structure of HTML and will develop web design and development skills as well as other skills necessary to publish material on the web.
Sound studio will look at the critical attributes of audio in comparison with print and audio-visual; scripting, presentation and sound effects; performance and engineering.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Workshops	36	16
Total hours:	36	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio equivalent	4 x 1250 words	25% each	Spaced throughout sem 1&2

* The portfolio normally includes:
(1) Vox-Pop recording (individually produced) plus 1000 word report (individually produced)
(2) TV studio recording (group produced) plus 1000 word report (individually produced)
(3) Web page (individually produced) plus 1000 word report (individually produced)
(4) Sound studio recording (group produced) plus 1000 word report (individually produced)

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the normal assessment for that semester.

A student must submit and make a reasonable attempt at all four units of assessment in order to pass the module

MFC 1052 **DIGITAL MEDIA**

Credit Value: 20
Semesters offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate the ability to manipulate photographic and DTP applications.
(2) Produce structured practical digital material from a brief, being sensitive to issues of typography and the use of graphics.
(3) Demonstrate a basic understanding of the role of digital imaging in the media industry (Web, Print, Television).

Content:

The module includes an introduction to the history and terminology of digital imaging and an examination of software and hardware used in the industry with key terms such as resolution, colour depth, layout and typography. Montage techniques will be examined with relevance to today's industry methods. More advanced forms of image creation will be explored by example and review of contemporary 'still' and 'moving' images in today's advertising and entertainment industries. Copyright and ethical issues surrounding the use of digital images will also be examined. Key themes of design such as colour combination, page layout techniques and font selection will be explored. The module concludes with studying how DTP is used in the publishing industry today.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars/tutorials	20	2
Total hours	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	Equivalent to 2000 words	40%	end of sem 1
Portfolio	Equivalent to 2000 words	60%	end of sem 2

In Semester 1 the portfolio would normally include printed Photographic Compositions/ Montages in the form of poster advertising with assessment including exhibition of the work and In Semester 2 the portfolio would consist of 2D printed Digital Artwork in the form of business and promotional paper media for PR purposes.

Both portfolios would include an evaluative report.

Candidates permitted to take a half-module for the award of 10 credits will be assessed on the basis of the portfolio relevant to the semester of study.

MFC 1062 **INTRODUCTION TO TELEVISION**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of the major historical developments in television.
(2) demonstrate a basic understanding of Public Service Broadcasting
(3) demonstrate knowledge and understanding of the basic concepts applied to the study of television

Content:

The module will cover the development of television from a predominantly UK historical position. It will include an introduction to the development of the principles of public service broadcasting with reference to key individuals and government committees. The module will introduce the theoretical models applied to the study of both the television industry and its products and place these in their appropriate social/cultural/economic context.

Learning and Teaching:

Weekly lectures will be supported by weekly seminars. The following assumes 60 students.

Method	Student Contact Hours	Number of Groups
Lecture	20	1
Seminars	20	3
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 2000 words equiv	50%	end of sem 1
Essay	1 x 2000 words	50%	end of sem 2

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay.

MFC 1072 **FILM INSUTRY 1: HOLLYWOOD AND BEYOND**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of major historical developments in the film industry;
(2) explain the role of different types of organisation and processes;
(3) explain and analyse the development of Hollywood.
(4) demonstrate skills in group work and oral presentation

Content:

The module provides an introduction to the historical development of the film industry. It examines a number of developed and developing countries and explores Hollywood in depth. It addresses topics such as the processes and organisations involved in production, exhibition and distribution; funding and public policy; control, regulation and censorship; marketing, promotion and advertising; audiences and cinema-going.

Using a market research or other similar exercise, the module also enables students to practise and apply skills for group work and oral presentation.

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 50. The maximum number of students in each workshop will be 30.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Workshops	20	2
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Portfolio	2000 words equiv	50%	during sem 1
Group presentation	1 x 15 mins	25%	during sem 2
Report	1 x 1000 words	25%	end of sem 2

The Portfolio will normally include a number of exercises designed to develop study skills and familiarise students with resources relevant to the field of study.

Students must complete and submit all three forms of assessment to be eligible to pass the module; the detailed requirements of the Portfolio will be published in the module handbook.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the form(s) of work relevant to the semester of study.

MFC 1082 **FILM ANALYSIS 1: ACTION TO ZOOM – HOW FILMS WORK**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of basic concepts used in film analysis;
(2) apply these concepts to a range of films from different periods and cultures;

Content:

The module provides an introduction to basic concepts used in the analysis of films, exploring their potential and limitations. It examines a selection of extracts and whole films from different periods and cultures in detail. It explores topics such as film form, narrative and non-narrative; fiction and documentary; film language and technique; elements of style; genre; stars; realism, surrealism and expressionism; mainstream, experimental and avant-garde cinema; auteurism. It considers relationships between these factors.

Learning and Teaching:

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 50. The maximum number of students in each workshop will be 30.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshops	20	2
Total hours:	40	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	2000 words equiv	50%	during sem 1
Essay	1 x 2000 words	50%	end of sem 2

The Portfolio will normally include a number of exercises designed to develop study skills and familiarise students with resources relevant to the field of study.

Students must complete and submit both forms of assessment to be eligible to pass the module; the detailed requirements of the Portfolio will be published in the module handbook.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 1092 **SCREENING CHARACTER – TYPES AND ARCHETYPES**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of selected models of personality, temperament and archetypal type based on the work of Carl Jung;
(2) apply one of these frameworks to the analysis of character and its significance in film or television.

Content:

The module provides an overview of conceptual frameworks for exploring character, complexity and motivation derived from the work of Jung, including the Myers Briggs Type Indicator, David Keirsey's Temperament Character Indicator and Carol Pearson's work on Character Archetypes. Through workshop sessions using individual and group exercises students will explore what their own type might be and how types interact with each other.

Building on that understanding, the module will explore, through type development and dynamics, the development of character in film and television drama and its role in those narratives.

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 45. The maximum number of students in each workshop will be 30.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Workshops	12	2
Tutorials	8	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	2000 words equiv	50%	during sem 1
Essay	1 x 2000 words	50%	end of sem 2

The Portfolio will normally include a number of exercises designed to develop study skills and familiarise students with resources relevant to the field of study.

Students must complete and submit both forms of assessment to be eligible to pass the module; the detailed requirements of the Portfolio will be published in the module handbook.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the Portfolio. Students will not be permitted to take a half-module for credits in semester 2.

MFC 1102 **GENRE & FILM**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate basic knowledge and understanding of the concept of genre
(2) explain selected examples of genre in different forms of expression
(3) use the concept in analyzing a range of films
(4) demonstrate skills in writing, using a variety of forms.

Content:

The module introduces students to the concept of genre and traces its historical development. It examines a variety of forms of expression and specific examples of genre in forms such as theatre, writing, painting and film. It proceeds to conduct a detailed analysis of selected film genres, using concepts such as narrative, style, form, representation, ideology and stardom. It also relates the development of genres to wider economic, social and political contexts.

Learning and Teaching:

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 48. The maximum number of students in each workshop will be 30.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshops	20	3
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	Equivalent to 2000 words	50%	during sem 1
Essay	1 x 2000 words	50%	end of sem 2

The Portfolio will normally include a number of exercises designed to develop study skills and familiarise students with resources relevant to the field of study.

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 2012 **PROFESSIONAL DEVELOPMENT AND PLACEMENT – MEDIA, FILM & CULTURE 2**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of this module students will be able to:

(1) Identify and apply principles of effective relationships and team working
(2) Demonstrate understanding of basic principles and procedures of staff review and appraisal
(3) Apply knowledge and skills in the work situation and perform to a satisfactory standard
(4) Critically analyse the aims, structure and activities of a specific organisation or other structured professional experience.

Content:

(1) A professional development programme of weekly sessions, with special reference to the audio-visual and cultural sectors. The programme will comprise
- Reflection on the nature of work and ethical issues related to it;
- Introduction to principles and practice of staff review and appraisal;
- Development of group work and team building;
- Interviews with Placement Tutor.

(2) Placement with suitable organisation(s), normally six weeks in total.
(3) Critical reflection on and evaluation of placement.

Learning and Teaching

Prepatory activities:
- lectures workshops (including discussion groups and role plays)
- Interview with Placement tutor

Placement in organisation or other structured professional experience.

The scheme below assumes recruitment of 100.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	2	1
Workshops	7	5
Tutorial interview	2 x 0.5	Individual
Attachment liaison	1	individual
Total hours	11	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 2000 words equiv.	40%	during semester 1
Placement	equivalent to 6 weeks	Pass/Fail	during semester 2
Report	1 x 3000 words	60%	during semester 2

A numeric mark will be returned.
Students must pass all three units of assessment in order to pass the module.
Students must pass the module in order to be eligible to progress to Level 3.

Normally a student will be ineligible to undertake the placement without satisfactory completion of the pre-placement programme and the required communication of placement details to the Employer Partnership Office.

The practical element is normally of 6 weeks duration and may comprise an external placement or other structured professional experience which meets the learning objectives of the module and involves and equivalent workload. In either case the placement will be the subject of explicit agreement between the student, supervisor, module co-ordinator and EPO.

Not available as a half module.

MFC 2042 **MEDIA PRODUCTION 2**

Credit value: 20
Pre-requisites: Must pass MFC1032, JOU1132 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and a critical understanding of the main genres of TV production
(2) devise and produce a television programme utilising production and technical skills effectively
(3) demonstrate the ability to work productively as a member of a team
(4) reflect critically on their knowledge and understanding in a written format

Content:

Practical Unit: The unit will build on previous experience and introduce the practice of single camera programme production including briefs, treatments, storyboards, scripts, logistics of location recording, camera crew roles; single and multi-camera techniques, linear and non-linear editing. This will lead to a period of tutorial-based group production work, culminating in a presentation of completed artefacts to the whole group, followed by critical peer appraisal in preparation for the submission of reports.

Theoretical Unit: This unit will explore the historical development of television as a medium. The module also focuses on an analysis of TV genres, introduction to representation and the importance of narrative.

Learning and Teaching:

Numbers for this module should be limited to 100 due to limited Media Centre space/facilities

Content will be split into practical and theoretical running in parallel in terms of teaching – i.e. one group doing practical followed by theoretical over two semesters and vice versa so as to maximise throughput in the Media Centre. The theoretical element is structured in such a way that no group will be at an advantage by taking this element before the practical element.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshops	20	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	End of Sem 1 or Sem 2
Portfolio*	1 x 2000 word equivalent	50%	End of Sem 1 or Sem 2

* The portfolio includes a TV programme to relevant specifications (group produced) plus 1000 evaluative report (individually produced)

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the practical element of the above i.e. 1 x group production plus 1 x evaluative report (1000 words)

MFC 2052 **RADIO BROADCASTING**

Credit value: 20
Semester(s) offered: 1 & 2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a critical understanding of the main types of contemporary radio product and locate them in their historical, international and commercial context
(2) script and present a radio voice piece
(3) demonstrate a critical understanding of the practices involved in developing and producing a programme proposal
(4) work effectively in a team to research and present a programme proposal and critically evaluate the process

Content:

The module provides an understanding, awareness, and appreciation of the radio medium and its historical context. It examines the main radio genres, styles, audiences, codes and conventions. It provides tuition and practice in the basic radio skills involved in writing and reading a voice piece, and develops presentation skills. It addresses topics such as the role of radio in advertising, the international context of radio, and producing a production proposal.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	26	1
Workshops	14	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40%	End of Sem 1
Voice piece	1 x 1-2 mins	20%	During sem 1
Group presentation	1 x 15 mins	20%	End of Sem 2
Evaluative report	1 x 1000 words	20%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay.

MFC 2062 **VISUAL EFFECTS AND MOTION GRAPHICS**

Credit Value: 20
Semester(s) offered: 1& 2

Objectives

On successful completion of the module, students will be able to:

(1) demonstrate the ability to report on and apply technical specifications relating to visual effects production
(2) Critically evaluate the application of visual effects within the broad context of the film and TV industries.
(3) evaluate strategies for digital post production within the visual effects industry

Content

Content – S1
The module provides a history of special visual effects production for film and television from its roots to present day info/entertainment to the move towards digital technologies. It examines the visual use of movement (animation) to effectively communicate static graphical textual information. It also explores issues of technical production, creative possibilities within film, TV, internet are discussed together with the constraints of: budget, bandwidth, experience, production time, facilities, location.

Content – S2
Theory will be applied to practical production in Semester 2 where experience will be gained using a software package to create a title sequence using motion graphics for television or cinema.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	10	1
Workshops	30	3
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Project	1 x 2000 words equiv.	50%	end of sem 2

***** The portfolio will include the interpretation of a News or Story theme into a motion graphics sequence plus an evaluative report

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay.

MFC 2072 **FILM INDUSTRY 2: THE UK**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate thorough knowledge and understanding of issues facing the UK film industry since 1945 and responses to them;
(2) explain and analyse the current roles and interrelationships of key institutions and processes;
(3) demonstrate skills in group work and oral presentation.

Content:

The module provides a detailed study of the UK film industry since 1945 at national, regional and local levels. It examines industrial, political, organisational and ethical issues affecting key institutions.
Topics to be covered include: production, distribution and exhibition; public policy; funding; control, regulation and censorship; mainstream and alternative film-making; audiences and cinema-going; film and leisure.

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 40.

Method	Student Contact Hours	Number of Groups
Lectures	10	1
Seminars	10	1
Workshops	20	1
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Report	1 x 2000 words	50%	end of sem 1
Group presentation	1 x 15 minutes	25%	during sem 2
Report	1 x 1000 words	25%	end of sem 2

Students must complete and submit all forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 2082: **FILM ANALYSIS 2: WORLD CINEMAS**

Credit value: 20
Semester(s) offered: 1 & 2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate thorough knowledge and understanding of the development of the cinema in selected countries and/or regions;
(2) reflect on key concepts and apply them to the study of cinema;
(3) analyse selected films and place them in the wider cultural context.

Content:

The module provides a survey of film in selected countries and regions with which UK students are likely to be unfamiliar. It examines concepts such as national, world and 'Third' cinema, relates them to specific films and explores the significance of political, social and cultural factors. It considers and evaluates the relevance of concepts such as classical narrative, genre and auteur. It examines a minimum of two countries or regions in detail, to be drawn initially from the following: Sub-Saharan Africa, India, Japan, Latin America.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshops	20	1
Total hours:	20	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	end of sem 1
Essay	1 x 2000 words000	50%	end of sem 2

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay of 2000 words.

MFC 2092 **FILM AND TELEVISION: HISTORY AND CULTURE**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate thorough knowledge and understanding of the cultural significance of key moments in the history of film and television;
(2) reflect critically on issues of historical and cultural representation in film and television;
(3) demonstrate understanding of conceptual and methodological issues encountered in using film and television works as historical representation and archival text
(4) demonstrate the effective use of a range of sources and conceptual frameworks in the analysis of selected works;

Content:

The module provides a critical exploration of issues concerning the cultural history of film and television and the study of their representations of the past. It treats film and television works as cultural texts and archival resources, produced, consumed and used under specific historical conditions.

It examines a selection of topics to be drawn initially from the following: national identities, the politics of race and sexuality, melodrama, war, film noir, the Holocaust, postcolonial cinema, postmodern cinema.

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below.
It assumes recruitment of 40.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Seminars	20	2
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of semester 1
Essay	1 x 2000 words	50%	end of sem ester 2

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 2102 **SCREENING PERFORMANCE**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate critical understanding of a range of theoretical perspectives on the dramatic performance process as it pertains to film and television;
(2) critically analyse examples of performance in film and television;
(3) deploy basic research skills;
(4) demonstrate the effective use of a range of sources and conceptual frameworks in the analysis of an agreed Performance topic.

Content:

The module examines the concepts of narrative, role, presentation and performance. It explores dramatic performance as the aspect of film and television art which engages "the struggle of the human to show itself within the mechanical". Drawing on readings from Stanislavski, Brecht, Strasberg, Naremore, Tucker and others, a wide variety of performance styles will be examined. The module draws extensively on and analyses interview material in which major screen actors and directors discuss the craft of placing human performance within the wider aspects of film and television narrative.

The module also provides an introduction to academic research and the skills required for effective independent study.

Learning and Teaching:

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 20.

The module involves a high level of independent study/work supported by a named tutor.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Workshops	10	1
Tutorials	10	1
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Portfolio	1000 words equiv.	25%	end of sem 1
Essay	1 x 3000 words	75%	end of sem 2

The Portfolio will normally include analysis of materials studied in semester 1 and evidence of planning for the essay.

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay of 2,000 words. Students will not be permitted to take a half-module for credits in semester 2.

MFC 2112: **UNDERSTANDING DISNEY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate critical understanding of a range of theoretical perspectives on Disney film culture;
(2) critically analyse examples of Disney film culture;
(3) deploy basic research skills
(4) demonstrate the effective use of a range of sources and conceptual frameworks in the analysis of an agreed Disney topic.

Content:

The module will introduce students to a range of frameworks for the analysis of the Disney phenomena. It will examine the role of Walt Disney as storyteller, artist and founder of an animation film studio. It will explore Disney's innovations in technology and merchandising, the relationship between the 'classic' Disney formula for fairy-tale animation features and traditional storytelling. The business practices of the Disney Corporation in the contemporary media environments and the strategies adopted to maintain the Disney brand, including their ethical dimensions, will also be examined. The place of Disney in the cultural landscape of Britain and the USA will be considered, as will responses to Disney products across the world.

The module also provides an introduction to academic research and the skills required for effective independent study.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	10	1
Seminars	20	1
Workshops	6	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 1000 words equivalent	25%	end of sem 1
Essay	1 x 3000 words	75%	end of sem 2

The Portfolio will normally include analysis of materials studied in semester 1 and evidence of planning for the essay.

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay of 2000 words. Students will not be permitted to take a half-module for credits in semester 2.

MFC 2122: **MYTHS, MEANING AND MOVIES**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate critical understanding of the role of Occidental Mythology in contemporary popular film;
(2) demonstrate critical understanding of the function of myth in film as a tool for understanding the world in which we live;
(3) undertake independent research into the field and communicate their findings in written form.

Content:

The module provides a general introduction to the main themes of Occidental Mythology through the work of writers such as Rollo May, Joseph Campbell and Christopher Vogler. It examines how the themes of classical mythology are re-worked as contemporary themes in popular movies and plotted through the hero-quest structure.

The module explores the functions of myths as tools for understanding self, others and the world and the mythological and symbolic use of myths in film-story and craft. It addresses topics such as: myths and ethics; mythic narrative power; mythic power of film; the hero-quest; the journey to self; archetypes; symbolism; the grail quest.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	28	1
Tutorials	12	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**`Timing**
Essay	1 x 5000 words	100%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay of 2500 words. Students will not be permitted to take a half-module for credits in semester 2

MFC 2132 **TELEVISION GENRES**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate thorough knowledge and understanding of the range and character of television genres;
(2) Explain and analyse the context in which television genres have developed;
(3) Demonstrate critical understanding in the analysis of a chosen television genre.

Content:

The module provides a survey of the development and distinctiveness of television genres and explores audience targeting, codes and conventions, representation and structure. It examines the context of the contemporary UK broadcasting industry and considers the significance of broadcasting technology and the relationship between film and television in the evolution of genres.

The module explores specific forms such as crime, soap, serials, plays, costume drama and sitcom and explores ethical issues in representation. It considers at least one genre in detail (eg. drama).

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 30.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Seminars	15	1
Tutorials	2	2
Total hours:	37	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Essay	1 x 2000 words	50%	end of sem 2

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 2802: **MEDIA THEORY 2**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a critical understanding of the range of theoretical perspectives on the media
(2) demonstrate a critical understanding of methodologies appropriate to media analysis
(3) demonstrate the effective use of a range of sources and conceptual frameworks appropriate to research in a chosen area

(4) undertake independent research, under supervision, and communicate findings in a written format

Content:

Students will be introduced to a range of perspectives for the analysis of media production, media texts and media audiences and effects. Key theoretical concepts will be examined and students will be encouraged to explore a range of issues faced by media practitioners and organisations in the contemporary environment. The module will address topics such as the nature of media markets and the role of media multinationals, the impact of digital technology on media practices and audience expectations, changes affecting the nature of news values and news rituals and ethical issues such as the targeting of young children by the advertising industry. The module will introduce research methodologies and techniques appropriate to the discipline. Semester 2 will constitute a case study of a major media organisation.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	16	1
Tutorials	20	16
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio*	1 x 2000 word equivalent	40%	During Sem1
Essay	1 x 3000 words	60%	End of Sem2

*The portfolio will normally include a series of short analytical pieces of writing

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay.

MFC 2812: **VISUAL LITERACY**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a critical understanding of how meaning is constructed and communicated through a range of contemporary visual forms.
(2) Demonstrate an understanding of how contemporary art and media practice is informed by theory, context and audience.

(3) Research, document and make a presentation on a specific visual form, art movement or genre.

Content:

This module examines how meaning is constructed and communicated through a range of contemporary visual forms. Where "Seeing comes before words," how do we, the audience, interpret the intention of the artist? How do icons, metaphors and symbols communicate meaning across nations and cultures? What is the relationship between form and content, and how do formal production choices such as medium, use of colour, and scale, impact on meaning?

Fine art, photography, the graphic imagery of advertising, interface design and the comic strip will be explored along with the time-based media of film and video.

Learning and Teaching:

No limit to numbers- figures below presume group of 30 in tutorial groups of 15.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	20	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Group Presentation	1 x 10 mins	20%	End of Sem 1
Report	1 x 1500 words	30%	End of Sem 1
Essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay.

MFC 2822 **MEDIA PRODUCTION 2 (JOURNALISM)**

Credit value: 20
Pre-requisites: Must pass MED1512 or equivalent
This module is only available to students reading for programmes in Journalism
Semester(s) offered: 1& 2

Objectives

On successful completion of the module, students will be able to:

(1) Devise and produce a television programme utilising production and technical skills effectively;
(2) Devise and produce a news programme utilising TV studio operation skills effectively
(3) Demonstrate the ability to work productively as a member of a team;
(4) Reflect critically on their knowledge and understanding in a written format

Content:

The module contains two units.

Location Programme Production: this unit builds on previous experience and introduces the practice of single camera programme production including briefs, treatments, storyboards and scripts; logistics of location recording; camera crew roles; single camera techniques; editing. This leads to a period of small-group production work, culminating in a presentation of completed artefacts to the whole group, followed by critical peer appraisal in preparation for the submission of reports.

TV News Programme Production: This unit builds on the first unit and also skills gained in Media Production 1. Students will work in teams simulating the news gathering process, taking on roles as news editor, reporter, camera crew and studio personnel and leading to the production of a half hour 'as live' news programme

Learning and Teaching:

The TV studio unit will be a supported team work hence the reference to one group

Method	Student Contact Hours	Number of Groups
Workshops	20	2
Workshops	20	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio 1*	1 x 2000 words equiv.	50%	end of sem 1
Portfolio 2**	1 x 2000 words equiv.	50%	end of sem 2

* Portfolio 1 includes a TV location based programme produced to relevant specifications (group-produced) plus 1000-word evaluative report (individually produced)

** Portfolio 2 includes a half hour 'as live' news programme (group-produced) plus a 1000-word evaluative report (individually produced)

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of Portfolio 1 or 2 as applicable to their semester of study.

MFC 3032 **RADIO PRODUCTION**

Credit value: 20
Pre-requisites: Must pass MED 2552 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a systematic understanding of the social, cultural and political influences on the radio production process
(2) devise, plan, and produce a radio feature and a sequence programme
(3) demonstrate an ability to work effectively in a team to meet deadlines and utilise resources effectively
(4) critically evaluate the process and the finished product

Content:

The module builds on previous production experience by providing opportunities for students to develop further both their general production skills and one of the specialised areas of news, features, studio direction, or presentation. It examines the crucial roles of creativity, narrative, historical and political awareness in the radio production process. It explores the communication process involved in "live" radio. It also addresses topics such as news values and the ethical aspects of the editing of actuality. There is an intensive period of self-directed team-based production.

Learning and Teaching:

Because of the need to work in small groups and the limited availability of studio facilities the limit for this module is 20 students.

This is difficult to quantify accurately. In Semester 2 students work independently in groups to produce a radio programme. During this time tutor support in the form of informal meetings, in-studio support, and technical advice is crucial to the students' objective of being able to work to professional standards.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	16	1
Workshops	10	4
Tutorials	8*	
Total hours:	34	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio* 1 x 2000 words equiv		40%	End of Sem 1
Portfolio* 1 x 3000 words equiv		60%	End of Sem 2

***** The semester 1 portfolio would normally include an individually produced radio piece (1 x 5-6 minutes) plus a 1000 word report.

The semester 2 portfolio would normally include a group produced radio piece (1 x 20 minutes) plus an individually produced 2000 word report.

MFC 3042 **TELEVISION DOCUMENTARY PRODUCTION**

Credit value: 20
Pre-requisites: Must pass MED2532, MED2732 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a systematic understanding of the history of the development of the documentary genre and its perceived role in Western society
(2) Devise, plan and produce a documentary
(3) Work effectively within a team to meet deadlines and utilise resources effectively
(4) Critically evaluate the process and the finished product

Content:

The module provides a theoretical understanding of the role of documentaries in Western society and their historical development. Building on previous production experience it will provide opportunities for students to develop their production skills further. It examines the grammar of television editing and the crucial role of creativity and narrative in the documentary process. It also explores the ethical aspects of the 'creative treatment of actuality'. This will be followed by an intensive period of self directed team based production.

Learning and Teaching:

This is difficult to quantify. Students work independently, in groups, during semester 2 to produce a documentary. Tutor support is crucial to this process and is normally in the form of meetings, viewing of rushes and editing support in order to mirror as far as is possible professional practice.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	22	1
Tutorials	8	*
Total hours:	30	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Artefact	1 x 2500 words equiv.	60%	end of sem 2
Report	1 x 2500 words	40%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MFC 3052 **BROADCAST JOURNALISM (TV)**

Credit value: 20
Pre-requisites: Must pass JOU2102, MED2532 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a systematic understanding of key aspects of broadcast journalism
(2) demonstrate practical skills relevant to the production of artefacts appropriate to this genre
(3) critically evaluate the production process and the finished product
(4) demonstrate in a group presentation an understanding of what comprises 'quality' (professional standards) in news programming using coded frames including topic range, story focus, enterprise level, viewpoint, and source expertise

Content:

The module provides a wide ranging examination of broadcast news formats currently used by both terrestrial and satellite TV news organisations in the UK and America. It examines through a thorough grounding via a unique model developed by the Columbia School of Journalism the relative merits of broadcast journalism bulletins in terms of content, enterprise level, story focus, sources expertise, relevance, number of sources used and viewpoint. It also explores current theoretical debates in terms of quality vs quantity, dumbing down and journalistic independence.

The backbone of the course is the ongoing production of news items across a range of subjects leading to a period of concentrated production work.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshops	16	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio*	1 x 2000 words equiv.	30%	End of Sem 1
Group presentations	1 x 20 mins	20%	During Sem 1&2
Portfolio**	1 x 2500 word equivalent	50%	End of Sem 2

* The portfolio would include a group produced 1 x 3 minute video news piece (25%) plus an individually produced evaluative report 1 x 250 words (5%)

** The Portfolio would normally include a group produced 1 x 3 minute video news piece (40%) plus an individually produced evaluative report (10%).

Groups will be no more than 2 students.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MFC 3062 **REPORTING CONFLICT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a systematic understanding of the significance of diverse social and cultural contexts in reporting conflict;
(2) critically analyse the various methods and media employed in this type of reporting;
(3) undertake independent research under supervision.

Content:

The module examines the history and background of the subject and unpacks the social and ethical implications. It also explores the various practices and applications of reporting different types of conflict and covers both print and broadcast news. The module addresses topics such as political, religious and military conflict with a particular emphasis on the ethics of journalism.

Learning and Teaching:

This module involves a high level of independent study/work supported by a named supervising tutor.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	22	1
Seminars/tutorials	14	2
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 5000 words	100%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MFC 3102 **MAPPING THE AUDIO-VISUAL LANDSCAPE**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate systematic knowledge and understanding of recent and current trends in the audio-visual industries;
(2) analyse and evaluate professional and academic accounts of those trends;
(3) critically evaluate the prospects for the future of audio-visual media;
(4) demonstrate skills in group work and oral presentation

Content:

The module examines recent and current trends in the audio-visual industries both nationally and internationally and uses professional and academic perspectives to consider the future of the sector. It addresses topics such as globalisation; ownership and control; the impact of digital technology and new media on production, distribution and consumption; working practices; the role of trans-national organisations such as the WTO and the EU and issues of public policy. It considers issues of ethics and politics, regulation, sustainability and the future of public service media such as the BBC.

The module also enables students to practise and extend skills for group work and oral presentation.

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 40.

Method	Student Contact Hours	Number of Groups
Lectures	12	1
Seminars	12	2
Workshops	12	2
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Report	1 x 2500 words	50%	end of sem 1
Group presentation	1 x 20 mins	25%	during sem 2
Report	1 x 1250 words	25%	end of sem 2

Students must complete and submit all forms of assessment to be eligible to pass the module.

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a report of 2500 words.

MFC 3112 **FILM ANALYSIS 3: EUROPEAN CINEMAS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate systematic understanding of the genre of Science Fiction
(2) demonstrate critical understanding of the cultural context of the genre
(3) deploy and evaluate major concepts and theories in the analysis of selected material

Content:

The module provides an opportunity for a detailed study of the Science Fiction genre, with special reference to film. Areas to be covered will include topics such as utopia and dystopia in science fiction, technology and culture, cyborgs, aliens, virtual reality.

The module examines recent developments concerning the role of technology in society and film, explores cyborgisation, posthuman evolution, technoscience and technoculture and links these to earlier forms of humanism and antihumanism.

Material for analysis will be drawn initially from films, relevant internet material, theoretical and popular texts on the current 'state of humanity' and new media and cultural practices (eg. simulation games).

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below.
It assumes recruitment of 20.

Method	Student Contact Hours	Number of Groups
Seminars	18	1
Workshops	18	1
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of semester 1
Essay	1 x 2500 words	50%	end of semester 2

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 3124 **FILM RESEARCH A**

Credit value: 40
Pre-requisites: only available to students registered in the Film Studies (SH) programme
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) define a topic, relating to film, suitable for a study of 10,000 words;
(2) demonstrate research skills in investigating the topic;
(3) demonstrate awareness of relevant contexts for study of the topic;
(4) produce a written account of their research in accordance with scholarly conventions.

Content:

The module will examine the nature of academic research and build on skills introduced in levels 1 and 2. Students will practise specific skills with a view to applying them to an extended piece of independent work.

Each student will negotiate an appropriate topic with a tutor. The topic will reflect their personal interests, enable them to explore an aspect of study in more depth and build on their studies in film across the levels. The student will conduct detailed research, with appropriate levels of supervision, and produce a piece of critical writing, appropriately presented and supported by conventional scholarly apparatus.

Learning and Teaching

This module involves a high level of independent study supported by a named supervising tutor.

Method	Student Contact Hours	Number of Groups
Workshops	4	1
Tutorials	5	Per student
Total hours:	9	

Assessment

Form	Magnitude	Weighting	Timing
Essay Proposal	1 x 10000 words	Pass/Fail	during sem 1
Essay	1 x 10000 words	100%	end of sem 2

An acceptable submission of the first component is necessary in order to present for final assessment.

MFC 3132 **FILM RESEARCH B**

Credit value: **20**
Pre-requisites: This module is only available to students registered on the following programmes:
English and Film Studies (JH)
Film and TV Studies (SH)
Semester(s) offered: **1&2**

Objectives

On successful completion of the module, students will be able to:

(1) define a topic, relating to film, suitable for a study of 5,000 words;
(2) demonstrate research skills in investigating the topic;
(3) demonstrate awareness of relevant contexts for study of the topic;
(4) produce a written account of their research in accordance with scholarly conventions.

Content:

The module will examine the nature of academic research and build on skills introduced in levels 1 and 2. Students will practise specific research skills with a view to applying them to an extended piece of independent work.

Each student will negotiate an appropriate topic with a tutor. The topic will reflect their personal interests, enable them to explore an aspect of study in more depth and build on their studies in film across the levels. The student will conduct detailed research, with appropriate levels of supervision, and produce a piece of critical writing, appropriately presented and supported by conventional scholarly apparatus.

Learning and Teaching

This module involves a high level of independent study/work supported by a named supervising tutor.

Method	Student Contact Hours	Number of Groups
Workshops	4	1
Tutorials	3	Per student
Total hours:	7	

Assessment

Form	Magnitude	Weighting	Timing
Essay Proposal	1 x 1000 words	Pass/Fail	during sem 1
Essay	1 x 5000 words	100%	end of sem 2

An acceptable submission of the first component is necessary in order to present for final assessment.

MFC 3152 **Television Research B**

Credit value: **20**
Pre-requisites: **This module is only available to students registered on the following programme: Film and TV Studies (SH)**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Define a topic, relating to television, suitable for a study of 5,000 words
(2) Demonstrate research skills in investigating the topic
(3) Demonstrate awareness of relevant contexts for study of the topic
(4) Produce a written account of their research in accordance with scholarly conventions

Content:

The module will examine the nature of academic research. Students will practice specific research skills with a view to applying them to an extended piece of independent work.

Each student will negotiate an appropriate topic with a tutor. The topic will reflect their personal interests, enable them to explore an aspect of study in more depth and build on their studies in television across the levels. The student will conduct detailed research, with appropriate levels of supervision, and produce a piece of critical writing, appropriately presented and supported by conventional scholarly apparatus.

Learning and Teaching

This module involves a high level of independent study supported by a named supervising tutor.

Method	**Student Contact Hours**	**Number of Groups**
Workshops	4	1
Tutorials	3	Per student
Total hours:	7	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay Proposal	1 x 1000 words	Pass/Fail	During sem 1
Essay	1 x 5000 words	100%	end of sem 2

An acceptable submission of the first component is necessary in order to present for final assessment.

MFC 3162 **FILM AND TELEVISION ADAPTATION**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate systematic understanding of the history of film and television adaptation;
(2) demonstrate systematic understanding of theoretical accounts of adaptation;
(3) deploy and evaluate relevant concepts in the analysis of specific film and /or television works.

Content:

The module examines the history and theory of adaptation in cinema and television and explores questions of ethical representation. It addresses topics such as: the distinctive nature of cinema and television; adapting Dickens; the Bible; Shakespeare on screen; stage to screen; Hollywood and British costume drama; Merchant Ivory; graphic novels; best-sellers.

The module will develop students' research skills, and the subject for the second assessed essay will be determined on the basis of individual negotiation with the module coordinator.

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 20.

This module involves a high level of independent study/work supported by a named supervising tutor.

Method	Student Contact Hours	Number of Groups
Lectures	10	1
Seminars	20	1
Total hours:	30	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

Students permitted to take a half-module for credits will be assessed on the basis of one essay of 2,500 words at the end of semester 1. Students will be not permitted to take a half-module for credits in semester 2.

MFC 3172 **SPIRITUALITIES, THE SACRED AND THE SCREEN**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate systematic understanding of concepts of spirituality and the nature of the 'sacred' from a variety of religious, humanistic and secular sources;
(2) demonstrate systematic understanding of how such concepts inform and engage filmmakers and writers in their work;
(3) deploy and evaluate relevant concepts in the analysis of specific film texts.

Content:

The module provides an opportunity to explore a variety of religious and theoretical approaches to understanding what is meant by spirituality and the sacred in the context of film and film narrative.

The module examines the work of a variety of directors such as Angelopoulos, Bergman, Kieslowski, Kiarostami, Kubrick, Leung, Majidi, Scorsese, Spielberg, Stone, Tarkovsky. It studies how film narratives explore topics such as: what it is to be human/not human; 'being' – the life/death/re-birth paradigm; no greater love - agape and the erotic; the Guru and the Buddha – guides for the path; sacred space and sacred time; spirituality and the transcendent.

Learning and Teaching:

The module uses learning and teaching methods and allocates time as listed below. It assumes recruitment of 40.

This module involves a high level of independent study/work supported by a named supervising tutor.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	26	1
Tutorials	10	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 5000 words	100%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay of 2,500 words. Students will not be permitted to take a half-module for credits in semester 2.

MFC 3182 **SCIENCE FICTION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate systematic understanding of the genre of Science Fiction
(2) demonstrate critical understanding of the cultural context of the genre
(3) deploy and evaluate major concepts and theories in the analysis of selected material

Content:

The module provides an opportunity for a detailed study of the Science Fiction genre, with special reference to film. Areas to be covered will include topics such as utopia and dystopia in science fiction, technology and culture, cyborgs, aliens, virtual reality.

The module examines recent developments concerning the role of technology in society and film, explores cyborgisation, posthuman evolution, technoscience and technoculture and links these to earlier forms of humanism and antihumanism.

Material for analysis will be drawn initially from films, relevant internet material, theoretical and popular texts on the current 'state of humanity' and new media and cultural practices (eg. simulation games).

Learning and Teaching

The module uses learning and teaching methods and allocates time as listed below.
It assumes recruitment of 20.

Method	Student Contact Hours	Number of Groups
Seminars	18	1
Workshops	18	1
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of semester 1
Essay	1 x 2500 words	50%	end of semester 2

Students must complete and submit both forms of assessment to be eligible to pass the module.

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of the form of work relevant to the semester of study.

MFC 3802 **MEDIA ANALYSIS 3**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a systematic understanding of the roles and functions of the media industries in contemporary society
(2) demonstrate a critical understanding of major legal, ethical and regulatory frameworks affecting media production, distribution and consumption
(3) critically evaluate contemporary scholarly research as well as key public debates in the light of their knowledge and understanding

Content:

The module takes as its primary focus the contemporary scene in terms of both the media industries and the discipline of media studies, nationally and globally. The module has four central themes: power and control, regulation and censorship, national identities and citizenship, public life and public discourse.

The module addresses a range of topics within the field of contemporary media studies, including: political economy; source media relations: tradition, regulation and convention; the public interest and the 'informed citizen'; public opinion and the public sphere; political communications; globalisation and cultural imperialism; media, technology and society; media law and ethics; media and discourses of national identities; 'multiculturalism' and broadcasting in a range of national contexts.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lecture	18	1
Seminars/Workshops	18	16
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1 x 3 hours	100%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay. This module is unsuitable for study as a half module in semester 2.

MFC 3812 **MEDIA PRODUCTION 3**

Credit value: 20
Pre-requisites: Must pass MED2532, MED2552, MED2562 or equivalent
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) research and design a communications artefact on behalf of an agreed client;
(2) produce and evaluate the artefact in accordance with agreed objectives;
(3) plan and manage a production project from conception to completion.

Content:

Building on previous production experience, this module provides the opportunity for students to work under tutor supervision to undertake a client-centred production project, with critically evaluated outcomes. Students will identify and negotiate with a client to produce an agreed statement of aims and objectives, conduct appropriate audience and other research, develop a detailed design brief and production schedule, and execute and evaluate the project.

Learning and Teaching:

Based on a module loading of 75

* This module involves a high level of independent study/work supported by a named supervising tutor. The staff involved depends on the range of projects selected by students

Method	Student Contact Hours	Number of Groups
Lectures	10	1
Tutorials	4	*
Total hours:	14	

Assessment:

Form	Magnitude	Weighting	Timing
Report	1 x 2500 words	50%	End of Sem 1
Artefact	1 x 2000 words equiv	40%	End of Sem 2
Report	1 x 1000 words	10%	End of Sem 2

This module is not suitable for study as a half module.

MFC 3822 **MEDIA RESEARCH PROJECT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) critically analyse and evaluate in depth specific media related issues
(2) design and employ a methodology for data or corpus collection and analysis to test a hypothesis or proposition
(3) undertake independent research under supervision and communicate the results

Content:

The module requires the production of a written project that has resulted from independent research. In general the project should demonstrate critical engagement with relevant academic literature and should put forward a proposition or hypothesis, or pose an important question relating to some aspect of media. The project may be undertaken on theoretical and/or applied issues.

Learning and Teaching:

This module involves a high level of independent study/work supported by a named supervising tutor

Staff from across the Faculty and College are also available to offer supervision and tutorial support where their specialist input is considered valuable.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	4	1
Tutorials	20	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research proposal	1 x 1000 words	Pass/Fail	End of sem 1
Essay	1 x 5000 words	100%	End of Sem 2

This module is unsuitable for study as a half module.

MFC 3832 **PROJECT DESIGN & PRODUCTION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

(1) produce and justify a detailed design brief for a web site, multimedia presentation, program or other media artefact
(2) implement the design
(3) critically evaluate the process and the finished artefact

Content:

In this module students have an opportunity to employ the knowledge and technical skills obtained so far through level 2 core preference module(s) to produce something for their career portfolio

The item may take a range of forms – a complex program, an interactive CD-ROM, a substantial web site, an information system or some other media artefact. A member of staff must approve the original concept before the student proceeds to make a design, which must be completed before the end of the first semester.

Once the design is agreed the student will go on, in the second semester, to produce the artefact. It is intended that the term 'artefact' be implemented broadly

Learning and Teaching:

* This module involves a high level of independent study/work supported by a named supervising tutor. The staff involved depends on the range of projects selected by students

Method	Student Contact Hours	Number of Groups
Lectures	6	1
Tutorials	14	*
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Report	1 x 2500 words	50%	end of sem 1
Artefact	1 x 2000 words equiv.	40%	end of sem 2
Report	1 x 1000 words	10%	end of sem 2

This module is not suitable for study in Semester 2 as a half-module.

MFC 3842 **VISUAL CULTURE AND COMMUNICATION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a systematic understanding of a range of theoretical and ethical debates surrounding the use of visual imagery in the contemporary media
(2) Demonstrate the effective use of a range of visual and analytical sources and conceptual frameworks appropriate to research in a chosen area
(3) Demonstrate an ability to create, manipulate and present visual imagery in an effective and coherent manner

Content:

The module provides an overview of analytical frameworks and practical methodologies that inform work in the field of visual culture. Students will explore some of the basic elements of visual design and communication in the practices of others as well as in their own practical and written work. They will look at some of the innovative practices and analytical frameworks of the early 20th century (such as those of the Russian avant-garde, the Bauhaus, the emergence of humanist as well as abstract photography). Students will also explore the visual principles underlying consumer culture from advertising in the 1960s, through to innovations in contemporary youth and technological culture. Popular art forms such as film, comics and animation will also provide examples of basic principles of visual communication. Assessed work will give students the opportunity to apply the ideas and principles they have encountered.

Learning and Teaching:

It assumes recruitment of 40.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	16	1
Workshops	10	2
Total hours:	26	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40%	end of sem 1
Portfolio	1 x 3000 word equivalent	60%	end of sem 2

* The portfolio will normally include the production of personal CVs, illustrated feature article, as well as other items such as 'make-overs' or web-pages Each individual piece will be accompanied with a short piece of evaluative writing explaining the reasons why it has taken the form that it has. Academic content would be further enhanced by asking students to do a short piece for the portfolio on one particular source of inspiration ('Bauhaus' or 'Art Nouveau' or the 'Surrealists'), which then serves as the basis of work in the portfolio.

Students will pay attention to layout and design of assignments and to the use of illustrations. They will also have the opportunity to use any relevant technical skills they have developed (in digital photography, web design or other visual arts).

MKT 1252: **MARKETING FUNDAMENTALS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) explain the nature of the marketing concept and its application in a range of commercial and non-commercial contexts;
(2) describe and illustrate the effective use of elements of the marketing mix including developments in the area of e-commerce;
(3) use theoretical marketing models to interpret practical marketing situations and recommend appropriate actions;
(4) analyse business opportunities using market segmentation, targeting and positioning strategies;
demonstrate an understanding of the ethical implications of marketing operations in a range of situations.

Content:

The marketing concept contrasted with alternative business philosophies.
Organisational and operational consequences of being customer-centred.
Introduction to the use of marketing research.
Introduction to market analysis, segmentation, targeting and positioning theory and practice.
Marketing mix elements: product/service, price, promotion and place.
Service and retail marketing in theory and practice.
Introduction to marketing ethics.
Introduction to e-commerce and other developments in technology as they impact on marketing theory.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars/tutorials	20	6
Total hours	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen case study	1 x 2000 words	50%	end of sem 1
Examination	1 x 2 hours	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed by the 2 hour examination in semester 1, or by an essay of 2000 words in semester 2.

MKT 1262: **MARKETING ATTACHMENT/RESEARCH PROJECT 1**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of this module students will be able to:

(1) demonstrate experience of working in a marketing environment;
(2) describe and illustrate organisational influences on marketing practice;
(3) use a variety of professional and interpersonal information gathering skills relevant to the working environment.

Content:

Experience of marketing as a function in an organisation.
Introduction to organisational communication and managing internal and external marketing relationships.
Researching and writing reports.
Managing time and communicating effectively.
Introduction to reflective practice as a means of learning.

Learning and Teaching:

Method	**Student Contact Hours**
Lectures	4 hours (pre-attachment briefing and preparation)
Individual tuition	1 hr pre-attachment meeting with tutor
Other	Site visit by tutor where appropriate

Assessment:

Assessment will consist of a report from the tutor assigned to the student for the duration of the attachment and a report from the employer/attachment host. If these reports indicate the use of a satisfactory level of professional and interpersonal skills relevant to the working environment (as specified in objective 3 above) the student will be allowed to present the third element of assessment, a report and reflective journal extract.

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 2000 words	50%	end of sem 2
Reflective Journal	1000 word extract	50%	end of sem 2

MKT 1272 **HISTORY OF MARKETING THOUGHT**

Credit value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) Demonstrate a basic understanding of theoretical concepts relating to marketing thought and theory from inception to the present day.
(2) Explain the links between these theoretical concepts and marketing strategies.
(3) Analyse how past marketing practices and models have helped shape our world today.
(4) Recognise marketing developments and apply different marketing models and tools in various marketing situations.
(5) Understand the links between the subjects of history, marketing and economics and how their developments together have helped shape the modern world.

Content:

Introduction to marketing thought, and to relevant theories and strategies of marketing ideas from the past to the present.
An understanding of the origins and subsequent development of tools, techniques and concepts in contemporary practice.
Recognition of the key players in each era who contributed to marketing developments
An exploration of significant chronological events in relation to marketing's past and present.
Analysis of the changing climate of marketing

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars/tutorials	20	4
Total hours	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen paper	1 x 2 hours	40%	end of sem 1
Essay	1 x 2500 words	60%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of a 2000 word essay to be submitted at the end of the appropriate semester.

MKT 1282 **MARKETING COMMUNICATIONS**

Credit value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) Demonstrate an understanding of the various aspects of the marketing mix and the marketing communications mix;
(2) Develop a marketing communications plan, utilising the strengths of each promotional tool to counter any weaknesses in evident in other tools;
(3) Work as a member of a team to develop an integrated marketing communications plan;
(4) Advise on the strengths and limitations of a range of promotional techniques, including: advertising, public relations, sales promotion, direct marketing, E-marketing, personal selling and sponsorship.

Content:

The course is designed to provide a framework to better understand the individual elements of the marketing communications mix and their effectiveness, within today's marketing environment.

(1) Marketing, the marketing mix and the communications mix, the benefits, advantages, disadvantages and barriers;
(2) The marketing Communications plan;
(3) Communication theory;
(4) Understanding buyer decision making and behaviour;
(5) The changing communications environment;
(6) Brands/ What is Corporate identity/image?;
(7) Advertising, Message development, Media planning;
(8) Publicity, What is public relations? The PR mix;
(9) Personal Selling/Sales Promotion, promotion wars, creative promotions, managing a sales promotion;
(10) What is Sponsorship? Running a sponsorship programme, Ambush marketing;
(11) What is direct/database marketing, the growth, advantages & disadvantages of direct marketing, telemarketing;
(12) Online Marketing Communications, how the internet can help/hinder marketers. Introduction to web strategy;
(13) Exhibition planning, twelve reasons for poor performance.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	10	1
Tutorials including case study analysis	10	1
Lectures	10	1
Tutorials	10	4
Total hours	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen paper	1 x 2 hours	50%	end of sem 1
Group project	1 x 2000 words	50%	end of sem 2

The module would be available for 10 credits and would be assessed by the form appropriate to the semester of study.

MKT 2232 **REAL WORLD MARKETING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) Prepare simple outline marketing plans
(2) Analyse a range of organisational problems and recommend appropriate marketing solutions
(3) Demonstrate a detailed knowledge of the marketing mix and its application in marketing operations
(4) Comment on the financial implications of different marketing approaches
(5) Recognise, plan and develop appropriate internal and external marketing relationships
(6) Perform case study analysis

Content:

(1) Elements of the marketing planning process.
(2) Ethical and cultural dimensions of marketing practice.
(3) Marketing operations management and co-ordination including applications of e-commerce.
(4) Financial aspects of marketing.
(5) Operational emphases in retailing, service, internal, organisational and non-profit marketing.
(6) Managing relationships with customers, suppliers and intermediaries.
(7) Case study method.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Tutorials	20	4
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen case study	1 x 2000 words	50%	end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed by the form appropriate to the semester of study.

MKT 2262 **MARKETING ATTACHMENT/PROJECT 2**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) document a meaningful personal contribution to the achievement of the host organisation's objectives;
(2) comments knowledgeably on the microenvironment and internal processes of the host organisation;
(3) use a variety of professional and interpersonal practical skills relevant to the working environment;
(4) begin to make a career plan beyond graduation using knowledge of a specific area of marketing activity and a developing awareness of personal strengths and motivations.

Content:

Experience of marketing and/or related functions in an organisation.
Relating theoretical knowledge of promotional practice, marketing techniques, relationship management and/or marketing research to specific practical situations (specifically a marketing project such as a piece of marketing research).
Researching and writing reports.
Managing time, communicating and operating effectively.
Developing reflective practice as a means of learning and personal career planning.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures (includes five hours of careers sessions)	9	1
Tutorials	4	60
Total hours:	13	

Assessment

At the conclusion of the attachment the College tutor will make an assessment of the student's level of attainment (i.e. 'Pass' or 'Fail') based on information obtained directly by the tutor as well as an employers report. The student will be required to submit an attachment report (max 4000 words). This will be assessed by the tutor ('Pass' or 'Fail') and the result notified to the College Registry prior to the commencement of Semester 1 of Level 2.

A 'Pass' grade in both practical work and the attachment report is required for:

the award of credits for this module, AND
progression to Level 2

Form	**Magnitude**	**Weighting**	**Timing**
Report + Reflective Journal	4000 words	100%	during sem 2

MKT 2272 **CONSUMER BEHAVIOUR**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(`1) demonstrate familiarity with major theories of perception, learning and motivation as they apply to consumer behaviour;
(2) account for and interpret social influences on the consumer;
(3) apply insights from consumer psychology to improve the effectiveness of decisions in both consumer and organisational marketing.

Content:

Introduction to behavioural and cognitive approaches to psychology.
Theories of perception, learning, motivation and personality.
Social influences on behaviour and attitude formation.
Common buyer decision models and their application.
Organisational buying behaviour.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	20	4
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Unseen exam	1 x 2 hrs	50%	End of Sem 1
Assessed essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed by the 2 hour examination in semester 1, or by an essay of 2000 words in semester 2.

MKT 2282 **PRACTICAL MARKETING COMMUNICATIONS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Identify and understand different types of media communications and the relevance of the promotional mix.
(2) Consider the practical application of marketing communications and gain an appreciation of the techniques utilised in marketing communications.
(3) Identify the practical elements of marketing communications and devise a portfolio of complimentary promotional material.

Content:

Marketing communication is made up of a wide range of different elements. It is through this module that students will be encouraged to identify these different elements and explore them in more detail. This will be done in a practical manner with students developing areas of interest, whether is be web site design, direct marketing, PR or a range of other specialist areas. Also students will learn to critically analyse techniques utilized in marketing communications in terms of the use of branding, copy, colour, words and sensory appeal.

Learning and Teaching

Method	Student Contact Hours	Number of Groups
Lectures (S1)	10	1
Practical workshops	10	4
Lectures (S2)	10	1
Practical workshops	10	4
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Report	1 x 2000 words	50%	end of sem 1
Presentation (Individual)	15 mins	20%	during sem 2
Supporting documents	1 x 1500 words equiv.	30%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed by the form appropriate to the semester of study.

MKT 2292 **SERVICE MARKETING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Understand the nature of the service industry
(2) Consider the impact of service nature on marketing and the development of marketing strategies
(3) Develop and manage a service marketing plan
(4) Understand the need for accountability in the field of marketing.

Content:

Service organizations range in size from huge international companies such as airlines, banks, hotels telecommunications, freight transport to a vast array of locally owned and operated small businesses, including restaurants, dry cleaners, hairdressers etc. Since these businesses differ from manufacturing businesses in many important areas there is s a distinct requirement for a different approach to planning and implementing marketing strategy. This module analyses marketing practice in the service sector.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures (S1)	10	1
Tutorials (S1) including case study analysis	10	2
Lectures (S2)	10	1
Tutorials (S1)	5	2
Workshops (S2)	5	2
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Report	1 x 1500 words	35%	end of semester 1
	1 x 1500 words	40%	mid semester 2
	1 x 1000 words	25%	end of semester 2

The module would be available for 10 credits and would be assessed by a 2000 word report at the end of semester 1.

MKT 3202 **INTERNATIONAL MARKETING**

Credit value: **20**
Semester(s) offered: **1&2**

On successful completion of the module, students will be able to:

Objectives:

(1) Justify strategic marketing responses to the international environment
(2) Analyze and debate management issues in exporting and other forms of internationalization
(3) Differentiate between marketing research, planning and operations in an international and a single country context.

Content:

(1) Theoretical developments in international marketing.
(2) International environmental analysis and information sources.
(3) Market entry strategies including exporting.
(4) Operational aspects of international marketing practice.
(5) Culture as a factor in international marketing.
(6) International trade and development.
(7) Ethical issues in international marketing

Learning and Teaching:

Lectures 18 hours
Case study analysis 8 hours
Tutorials 10 hours

Method	**Student Contact Hours**	**Number of Groups**
Lectures (S1)	9	1
Tutorials (S1) including case study analysis	9	4
Lectures (S2)	9	1
Tutorial (S2)	9	4
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen paper	1 x 2 hours	50%	end of sem 1
Essay	1 x 3000 words	50%	end of sem 2

The module would be available form 10 credits and would be assessed by the form appropriate to the semester of study.

MKT 3292 **STRATEGIC MARKETING COMMUNICATIONS**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Critically evaluate marketing communications plans, their integration and potential for success. K/I
(2) Generate a marketing communications strategy, based around an organisation's situation, objectives, and strategy, and the development of Tactics, and Control.
(3) Analyse external factors that impact on the development of effective communications and their implementtaion

Content:

The course is designed to provide a comprehensive framework to better understand the individual elements of the marketing communications mix and their collective effectiveness, within today's marketing environment.

The module uses theoretical frameworks and examples to encourage students to adopt an analytical and reflective approach to this subject area.

(1) The Nature of Marketing communications, internal & external marketing communication programmes.
(2) The customer's context, understanding how customers process information, customer decision making.
(3) The cyber consumer
(4) B2B & B2C Marketing Communications
(5) The communications process and the marketing mix
Marketing communications strategy, the components, the benefits.
(6) Planning: the corporate, marketing and communications hierarchy
How to integrate marketing communications – the seven levels
SOSTAC
(7) Global implications for communications
(8) Branding, Corporate identity and reputation
(9) Interactive communication strategy
(10) Promotional objectives and positioning
(11) Direct Marketing
(12) Advertising
(13) Online Marketing
(14) Sponsorship
(15) Marketing accountability

Learning and Teaching:

Lectures 20 hours
Case study analysis 8 hours
Tutorials 12 hours

Method	**Student Contact Hours**	**Number of Groups**
Lectures (S1)	9	1
Tutorials (S1) including case study analysis	9	4
Lectures (S2)	9	1
Tutorial (S2)	9	4
Total hours:	36	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**

Report	1 x 3000 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

The module would be available for 10 credits and would be assessed by the report

PED A151: **NON CORE 2: HISTORY AND GEOGRAPHY**

Credit value: 10
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a secure knowledge and understanding of the approaches used in effective history and geography teaching at KS 1. (Q14)
(2) Understand the content of the National Curriculum for KS 1 and related guidance e.g. QCA units for planning and apply this knowledge in planning for this age range. (Q15)
(3) Be aware of the approaches used in the effective teaching of history and geography at KS2 and the content of the national curriculum and related guidance at this level. (Q14)
(4) Reflect on the importance of history and geography within the primary curriculum and be able to make links between history and other areas of the primary curriculum.

Content:

The history component of the course will cover:

- The nature of history and how this relates to the teaching of primary age pupils
- The content of the National Curriculum Programmes of study (at KS1 and links to the FS curriculum and KS2) and related guidance including QCA documentation
- Pedagogy for teaching history including the use of artefacts, visual sources, stories, oral etc. Some reference will be made to the use of role play, local fieldwork, museum visits, archaeology etc.
- Planning related to history

Links will be made to other curriculum areas where relevant and to the use of ICT in teaching history. The inclusive nature of history teaching will be promoted throughout.

The geography component of the course will cover:

- The nature of geography and how this relates to the teaching of primary age pupils
- The content of the National Curriculum Programmes of study (at KS1&2 and links to the FS curriculum) and related guidance including QCA documentation
- Pedagogy for teaching geography including fieldwork, use of ICT (to include video, DVD, digital photography), visual and written sources to include the use of story, photo packs, artefacts, role play and visitors.
- Planning for geography in the primary curriculum and the use of formative and summative assessment.

Focus will be on the process of teaching geography in the primary school with links made to other curriculum areas where relevant. Issues of diversity and inclusion will be addressed within the taught sessions.

Learning and Teaching:

Each session will include a variety of approaches to promote active learning, to reflect those utilised in the primary classroom. These will be undertaken as a whole group, small group, pair or individually. Learning will be supported by reading materials provided in Study and CLARCS packs and via online learning. Assignments and tasks will be scaffolded. Students will be required to undertake directed tasks in preparation for sessions.

Method	Student Contact Hours	Number of Groups
Lectures, workshops Including use of guest speakers and visits	20 as per programme diagram	1
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Written assignment	2 x 1500 words equiv.	100%	end of sem 1

PED A152: NATIONAL CURRICULUM CORE: ENGLISH, MATHS AND SCIENCE

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach (Q14)
(2) demonstrate knowledge and understanding of English: the National Curriculum for England; the Primary National Strategy set out in the Primary Framework for literacy at Key Stage 1 (Q15) (A1) Begin to know and understand the national Curriculum for England and the Primary Framework for Science and Maths (Q15)

Content:

The English component of the module has several strands:

- An introduction to a language-rich curriculum that develops children's communication and literacy skills including: role-play, drama, story informed by the renewed Primary Framework
- An introduction to the simple model of the reading process and the teaching of early reading at Key Stage 1: word recognition and reading fluency
- Emphasis on the systematic teaching of phonic knowledge, skills and understanding through the use of multi-sensory approaches.
- Focus on a range of contexts for promoting language and reading comprehension including shared reading, guided reading and individual reading. Strong emphasis on guided reading in an instructional context.
- Focus on the key features of traditional stories related to their grammatical and structural features in book and multi-media format
- Trainees are required to compose narrative texts for Key Stage 1 children
- Models of planning, teaching and assessment for formative purposes

The aim of the maths element of the module is to enable trainees to acquire knowledge and understanding of:

- The curriculum for mathematics in the National Curriculum and the Primary Framework for mathematics
- Numbers and the number system including stages in progression in the development of understanding place value
- Mental calculation at KS1 involving the four operations: addition, subtraction, multiplication and division
- Recording calculations and the progression from mental to written calculations
- Planning and structuring a mathematics lesson
- Measurement including the measurement of length, weight, capacity and time in the KS1 curriculum

To plan a unit of work on measuring

The Science component includes:

- Develop personal knowledge of the science content: life processes in plants and animals, variation, classification and adaptation, forces and motion and friction, scientific enquiry
- The role of the National Curriculum and short term planning in Primary Science.
- Knowledge of the National Curriculum for Science and associated professional language.
- The structure and purpose of short term lesson planning, introduction to the three part lesson and creation of lesson plans
- Recognise the role of ICT in supporting teaching and learning

Learning and Teaching:

Teaching will be mainly through lectures and workshops. Individual/group tuition will be undertaken to support students' subject knowledge.

Method	Student Contact Hours	Number of Groups
Lectures/Workshops	16	1
Tutorials	1	1
Retest	1	
Total hours:	18	

Assessment:

Form	Magnitude	Weighting	Timing
Exam (Eng, Mat, Sci)	3 x 1 hour	100%	end of sem 2

PED A161 **ICT 1**

Credit value: 10
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Show a developing knowledge and understanding of ICT and related pedagogy in order to support teaching and learning in the EYFS and KS1 (Q14)
(2) Demonstrate a developing knowledge and understanding of the ELGs, the Primary Framework, the National Curriculum and how ICT is integral to these. Demonstrate a developing knowledge and understanding of QCA Schemes of Work for ICT (Q15) (T2)

Content:

(1) Audit of trainees' pre-course experience, confidence and competence with ICT
(2) Introduction to the College ICT systems, protocols, email, internet access, file management and basic computer operations
(3) Develop trainees' knowledge of Health and Safety, Legal, Ethical and Data Protection issues in relation to ICT ie be aware of national policies and guidance of the safe use of the world wide web
(4) Introduction to and familiarization with, the Early Learning Goals, the National Curriculum and QCA Scheme of Work for ICT
(5) Introduction to, and use of, appropriate technologies to support teaching and learning in the EYFS/KS1 areas of learning
(6) Introduction to the use of ICT to support early learning and the support of the Early Learning Goals and the Core subjects at KS1
(7) Use information Technology, including word processing, data bases, internet communication, information retrieval and on line searches
(8) Begin to acquire the skills in ICT and an understanding of how to use such skills to support their teaching and wider professional activities

Learning and teaching:

Sessions will use a range of learning and teaching methods including peer tutoring, student presentations, tutor led demonstrations, individual and paired working.

Some sessions will take the form of a 3 part lesson ie:

- Introduction with session aims and objectives (approximately 15/20 minutes)
- Trainee engagement in and development of, appropriate tasks. (approx. 1 hr 30 mins.)
- Plenary-feedback and identification of learning and next step.(approx. 15 mins.)

During the course of each session there will be tutor/trainee interaction to meet individual needs and help develop skills, confidence, competence, knowledge and understanding relating to the aims and objectives.

There will be opportunities for discussion and reflection

On-going self evaluation will be part of the trainee's identification of needs.

Course documentation, support materials and web based materials will be available on the VLE.

Method	Student Contact Hours	Number of Groups
Workshop/hands on experience	20 hours	2
Total hours:	20 hours	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio of work providing evidence of: The skills/ability to create and use ICT resources suitable for EYFS/KS1 pupils	2000 words equiv.	100%	end of sem 1 or sem 2

PED A162: **TEACHING AND LEARNING IN THE FOUNDATION STAGE 1: COMMUNICATION , LANGUAGE AND LITERACY AND MATHEMATICAL DEVELOPMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach (Q14)
(2) demonstrate secure knowledge and understanding of the EYFS/QCA/DfEE Curriculum Guidance for the Foundation Stage for communication, language and literacy development, Problem Solving, reasoning and Numeracy (Q15)

Content:

The CLL component of this module has several strands:

- An introduction to a broad and language-rich curriculum that develops children's communication and literacy skills including: play, story, rhymes and drama informed by the Early Years Foundation Stage and renewed Primary Framework
- An introduction to the simple model of reading and the teaching of early reading: word recognition and language comprehension
- Emphasis on the systematic teaching of phonic knowledge, skills and understanding through the use of multi-sensory approaches
- Focus on the key features of simple narrative texts for beginning readers: grammatical and structural features
- Trainees are required to compose simple texts for beginning readers.
- Models of planning, teaching and assessment for formative purposes

The aim of the mathematical component of this module is to enable trainees to acquire knowledge and understanding of:

(1) the principles for Early Years education, areas of learning and the Early Learning Goals for mathematical development set out in the Curriculum Guidance for the Foundation Stage and Primary Framework for mathematics
(2) The development of the concept of number: counting, knowing and using number facts, calculating
(3) The structure and organization of learning in Foundation Stage. Consideration will be given to ways other than specific mathematical activities to support the development of number such as observing numbers and patterns in the environment and daily routines
(4) Planning for focused activities
(5) The development of the concepts of measures in young children

(6) To recognize that mathematical concepts develop through the other areas of learning
(7) To know how to plan the learning environment, activities and experiences to enable children to learn
(8) To know how to plan complete series of activities

Learning and Teaching:

Teaching methods will include weekly lectures, practical workshops and tutorials. A range of directed independent tasks will be set during the module.

Method	Student Contact Hours	Number of Groups
Lectures/workshops	36	2
Tutorials	4	2
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	2 x 1 hour	100%	end of sem 2

PED A171 **EARLY CHILDHOOD**

Credit value: 10
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Communicate awareness of personal, social and emotional development of young children and its impact on early learning (K1)
(2) Explore a range of perceptions of childhood including media portrayals and global differences (T2) (K2)
(3) Demonstrate an understanding of how children develop and that progress is affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences (Q18) (K1)

Content:

This module will include:

- Key theory related to social, emotional and physical development
- A range of perceptions of children including notions of childhood from different cultures and regions of the world
- How a child's development may be affected by a range of influences including social conditions, parent's economic situation, family education
- The range of religious, ethnic, cultural, linguistic and developmental differences between children in the UK

Research: students will consider how a researcher's approach influences research method and outcome. Students will compare viewpoints and begin to use reading to support their arguments.

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	Student Contact Hours	Number of Groups
Workshops, lectures and tutorials	20 As per programme diagram	1
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Report on case student	1 x 1000 words	50%	end of sem 2
Essay	1 x 1500 words	50%	end of sem 2

PED A172 **NON CORE 1**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Have a secure knowledge and understanding of their subject/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for art, music, DT and PE. (Q14)
(2) Know and understand the relevant statutory and non-statutory frameworks including those provided through the national strategies for their subject/curriculum areas and other relevant initiatives applicable to the age and ability range for which they are trained to teach. (Q15)

Content:

Foundation Stage and Key Stage 1

- To have knowledge and understanding of the requirements of art and design, music, PE and DT in the Early Learning Goals and the National Curriculum.
- To understand the key principles in teaching art and design, music, PE and DT. To have an overview of current issues with regard to these areas.

ART
The nature of art, imagination, responding to experiences, expressing and communicating ideas, teaching methods and resources, lesson and unit planning, monitoring and assessing.

MUSIC
The nature of music, teaching methods and resources, lesson and unit planning, monitoring and assessing.

GYMNASTICS and GAMES
The nature of PE, health and bodily awareness and using equipment, teaching methods and resources, lesson and unit planning, monitoring and recording pupil performance, safety implications for the programmes of study covered.

DT
To understand the requirements of the National Curriculum for Design and Technology at Key stage 1
To model the process of planning, making and evaluating an artefact.
Developing an understanding of the knowledge, skills, techniques, resources and safety issues required for effective teaching and learning within the subject.

Learning and Teaching:

Sessions will be taught in practical workshop groups.

Method	Student Contact Hours	Number of Groups
Practical workshop groups	60	1
Total hours:	60	

Assessment:

Form	Magnitude	Weighting	Timing
Unit of work with rationale for Art, Music and PE including relevant resources	Equivalent of 1250 words per subject	25% per subject	mid sem 2
Make an artefact and write a Rationale of the associated Curricular knowledge, skills, Resources and safety issues for The effective teaching and Learning of the KS1 design and	equivalent of 1250		

PED A181 **ICT 1**

Credit value: 10
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Show a developing knowledge and understanding of ICT and its related pedagogies in order to support teaching and learning at KS1 and KS2 (Q14)
(2) Have a developing knowledge and understanding of the the National Curriculum and QCA Scheme of Work for ICT and how ICT is integral to the Primary Strategy. (Q15)
(3) Use information Technology, including word processing, data bases, internet communication, information retrieval and on line searches (T2)

Content:

- Audit of trainees' pre-course experience, confidence and competence with ICT
- Introduction to the College ICT systems, protocols, email, internet access, file management and basic computer operations
- Develop trainees' knowledge of Health and Safety, Legal, Ethical and Data Protection issues in relation to ICT
- Introduction to and familiarization with the National Curriculum and QCA Scheme of Work for ICT.
- Introduction to, and use of, appropriate technologies to support teaching and learning in the KS1/KS2 areas of learning.
- Introduction to the use of ICT to support early learning and the support of the the Core subjects at KS1 and KS2
- Have a beginning knowledge of ICT as a subject and how it can support teaching and learning across the Primary Curriculum and their wider professional activities
- Be aware of national policies and guidance of the safe use of the world wide web

Learning and Teaching

Each taught session of 2 hours will take the form of a 3 part lesson:

- Introduction with session aims and objectives (approximately 15 minutes)
- Trainee engagement in, and development of, appropriate tasks (approx. 1 hr 30 mins.)
3 Plenary-feedback and identification of learning and next step.(approx. 15 mins.)

During the course of each session there will be tutor/trainee interaction to meet individual needs and help develop skills, confidence, competence, knowledge and understanding relating to the aims and objectives.

On-going self evaluation will be part of the trainees identification of needs.

Course documentation, support materials and web based materials will be available on the VLE.

Method	Student Contact Hours	Number of Groups
Workshop/hands on experience	20 hours	2
Total hours:	20 hours	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio of work Showing evidence of Using ICT with the KS1/KS2 pupil	1 x 2000 words	100%	end of sem 1 or 2

PED A182 **CREATNG AN EFFECTIVE LEARNING ENVIRONMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Communicate awareness of the effective conditions for learning in an early years and key stage 1 setting
(2) Plan a series of learning sessions, using TAS format for a foundation stage or key stage 1 setting, related to relevant documents and strategies (Q15)(Q22)
(3) Express an understanding of the roles of colleagues, parents and carers in the development and well being of children and to raising their levels of attainment (Q5)
(4) Consider approaches to behaviour management and planning for a positive learning environment (Q10)

Content:

This module will include:

- The role of the key partners in child learning: parents, carers, teachers, other professionals
- Examining issues of inclusion for young children: including elements of special educational need, EAL, cultural background etc.
- Exploring methods for managing the learning environment and working with key personnel in school
- Classroom organization
- Understanding the planning cycle from medium term planning to planning sessions
- Key features of session planning
- Planning for behaviour management

By the end of this module students should be able to plan a series of learning sessions using the TASC format and rationalize their approach including reference to behaviour management, classroom organization and the role of others in the learning environment.
Statements addressed but not formally assessed:
A2 the use of examples of the implementation of policies in practice

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	**Student Contact Hours**	**Number of Groups**
Workshops, lectures and tutorials	40	As per programme diagram
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Sequence of lesson plans	1 x 1000 words equiv.	50%	end of sem 2
Rationale	1 x 2000 words	50%	end of sem 2

PED A191 **DEVELOPMENT AND LEARNING**

Credit value: 10
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) begin to understand the process of learning, including some of the key paradigms and their impact on educational practices (K1)
(2) begin to analyse complex situations concerning human learning and development in particular contexts, including their own learning (A1)

Content:

This module introduces theories about learning and development as they relate to teaching and learning in the classroom. The module will draw on the fields of:

- biology and neuroscience
- cognitive psychology
- socio-cultural studies
- pedagogy

Biology and neuroscience inform us about ways the brain is 'hard-wired' for learning. Cognitive psychology addresses environmental influences on development and learning. Socio-cultural studies point to the social, emotional and cultural influences on learning. Pedagogy highlights the connections between teaching and learning.

Learning and Teaching

Method	Student Contact Hours	Number of Groups
Taught sessions that combine elements of lecture and workshop	20	2
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Data analysis and evaluation	1 x 3000 words equiv	100%	sem 2

PED A192 **TEACHING AND LEARNING IN THE FOUNDATION STAGE 2**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained. (Q14)
(2) Begin to demonstrate knowledge of key principles across the Foundation Stage setting
(3) Begin to the analyse situations that relate to learning and development in the context of the Foundation Stage (A1)
(4) Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team (T4)

Content:

To have knowledge of the professional documentation associated with teaching in the Early Years
Introduce the key principles and models of learning including the role of play that underpin the curricula for the Foundation stage
To have knowledge of children's' physical and cognitive development in the Early Years and how this relates to children's learning
Explore the learning environment, common modes of organization and curriculum delivery in Foundation Stage settings
Recognise opportunities for the use of ICT in supporting children's learning
Develop personal subject knowledge in relation to Knowledge and Understanding of the World, Physical development and Creative development
To understanding planning for the range of learning experiences within a Foundation
Stage setting and associated college proforma.

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	Student Contact Hours	Number of Groups
Workshops, lectures and tutorials	40	As per programme diagram
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Interactive resource	1 x 1000 word equiv.	25%	end of sem 1
Rationale	1 x 1000 words	25%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

PED A202 **TEACHING IN THE PRIMARY SCHOOL 1**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

(2) Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
(3) Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
(4) Q4 Communicate effectively with children and colleagues.
(5) Q6 Have a commitment to collaboration and co-operative working.
(6) Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
(7) Q9 Act upon advice and feedback and be open to coaching and mentoring.
(8) Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons demonstrating secure subject/curriculum knowledge.
(9) Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.
(10) Q25 Teach lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

(11_ Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
(12) Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
(13) Q29 Begin to evaluate the impact of their teaching on the progress of all learners and modify their classroom practice where necessary.
(14) Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
(15) Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
(16) Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
(17) Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
(18) Demonstrate the professional conduct expected of a trainee teacher
(19) Work with others to demonstrate the capacity to plan, to share goals and work as a member of a team

Content:

(1) Establish effective working relationships with colleagues and demonstrate understanding of their own and others roles
(2) Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them
(3) Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice
(4) Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
(5) Plan and teach lessons across the curriculum that allows children to apply literacy, numeracy and ICT skills.
(6) Develop independence in planning and teaching focused activities across three Areas of Learning and an area of enhanced provision or lessons in English, maths and science depending on trainees placement
(7) Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.
(8) Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs
(9) Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.

School-Based Tutor/Host teacher

	Student Contact Hours	Number of Groups	Staff Contact Hours per trainee
Observing teaching and tutorial follow up	6	Individual tutorials	6
Planning meetings	1	Individual tutorials	1
Completing student assessment including target setting	1	Individual tutorials	1
TOTAL	8		8

Link Tutor

	Contact Hours per trainee	Number of Groups	Staff Contact Hours per trainee
Visiting schools to monitor progress, check files	1	Individual tutorials	1
As required fail verifications, and joint observations and supporting tutorials	2	Individual tutorials	2
TOTAL	1 or 3		1 or 3

Learning and Teaching

Training consists of three phases:

Phase 1 : Preparation for teaching
Introduction to the classroom context; planning, teaching and management systems
Observation of teaching and learning, information gathering; data collecting tasks for college based Professional Studies modules
Phase 2 Assisted teaching
Collaboration and assisted performance in planning, teaching and assessment
Phase 3 Developing independence
A period of independent performance in planning and teaching in readiness for the Level 1b placement

Method	Student Contact Hours	Number of Groups
Observing teaching and tutorial follow up (SBT)	6	Individual
Planning meetings (CT)	1	Individual
Completing student assessment booklet including target setting (SBT)	1	Individual
Visit to schools to monitor progress, check files and verify assessments plus fail verification if necessary (LT)	1	Individual
Total hours:	9	

Assessment:

Form	Magnitude	Weighting	Timing
Summative judgements Records in the assessment Booklet drawing on evidence From the placement (SBT)		100%	end of sem 2

Link tutors support SBTs in their assessment role. College link tutors will visit approximately 7 trainees. College based link tutors cannot undertake all requirements and part time link tutors will visit the remainder of the cohort

PED A212 **NATIONAL CURRICULUM CORE 1: ENGLISH, MATHEMATICS AND SCIENCE**

Credit value: **20**
Semester(s) offered: **1**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge and understanding of English maths and science and related pedagogy to enable them to begin to teach effectively (Q14)

Content:

The English element of this module has a number of key strands.

First, it introduces language and reading comprehension with particular reference to 9-11 year olds and with implications for progression in literacy learning through Y7/8. A variety of teaching and learning contexts, strategies and resources are demonstrated and evaluated. Emphasis is placed on modeling effective classroom discourse within a variety of interactive teaching and learning strategies, techniques and routines including drama, talk partners etc. Guided reading is an instructional context demonstrated in considerable detail.

Second, the focus in on narrative texts such that students become aware of the various qualities of a rich literary heritage and the key features of the texts studied: mystery and adventure is one particular genre studied. Narrative in both book and multi-media form is addressed.

Third, students are required to compose their own episodes of narrative such that students gain mastery of the particular grammatical and structural features of narrative.

Fourthly, models of planning and assessment for formative purposes are demonstrated in preparation for school-based training.

The maths element of this module has a number of key strands

Introduction to the National Numeracy Strategy.
Consideration of the early development of number concepts. Developing a basic understanding of the number system.
Efficient methods for mental and written calculations, relating to addition and subtraction.
Introduction to elements of planning, pertinent to NNS.

The science element of this module has a number of key strands

Develop personal knowledge of the science content: life processes in plants and animals, variation, classification and adaptation, forces and motion, friction and air resistance
The role of the National Curriculum and short term planning in Primary Science.
Knowledge of the National Curriculum for Science and associated professional language.
The structure and purpose of short term lesson planning, introduction to the three part lesson.
Recognise the role of ICT in supporting teaching and learning

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Taught sessions that combining elements of lecture and workshop	18 X3	2 X3
Tutorials	2 X3	
Directed independent tasks		
Total hours:	20 X3	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Narrative composition to	1 x 1500 word equiv,	1/3 of module	end of sem 1

Resource teacher demonstration And modeling			
Maths: tests	2 x ¾ hour	1/3 of module	end of sem 1
Science: unseen exam	1 x 1 hour	1/3 of module	end of sem 1

PED A222 **NATIONAL CURRICULUM CORE 2: ENGLISH, MATHEMATICS AND SCIENCE**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a knowledge and understanding of English, maths and science and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach (Q14)(Q17 *)(K1) (A2)*
(2) Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and demonstrating secure subject/curriculum knowledge. (*Q22)(T4)*

Content:

The English element of this module has a number of key strands.

First, it introduces a stage model of reading acquisition as a basis for the most effective framework for reading teaching. This ensures that those teaching in the later years are trained to teach children who are still at the earlier stages of learning to read independently and whose main task is that of rapid and reliable word-recognition and reading fluency. There will be an emphasis on teaching and learning phonics. Students must demonstrate their understanding of phonemes, graphemes, morphemes and the irregularities of English orthography. Links with spelling are made.

Second, there will be emphasis on various techniques, routines, practices and resources for promoting language with children at the early stages of reading acquisition when children's oral language skills are a crucial foundation for later progress in reading comprehension. content will include: story-telling, action rhymes, reading aloud to children; shared reading; guided reading; individual reading and home reading.

Third, students are required to compose simple texts for beginning readers such that their grammatical features can be a focus for study: this also provides a useful context for the study of grammar and its associated meta-language for teachers.

Fourthly, models of planning and assessment for formative purposes are demonstrated in preparation for school-based training.

The maths element of this module has a number of key strands.

Consideration of early development in multiplication and division.
Efficient methods for mental and written calculations, relating to multiplication and division.
Teaching long multiplication and division in ways which build on pupil's previous understanding.
Introduction to teaching fractions, decimals, percentages, and the relationships between them.
Considering implications of 'Using and Applying' mathematics.
Developing the process of planning, pertinent to NNS.

The science element of this module has a number of key strands.

Develop personal knowledge of the science content: scientific enquiry, materials, humans as organisms, Earth and beyond
The role of the National Curriculum in Primary Science and its relationship to short term planning.
Knowledge of the National Curriculum for Science .and associated professional language.
The structure and purpose of short term lesson planning, creation and evaluation of lesson plans.
Recognise the role of ICT in supporting teaching and learning

Learning and Teaching

Method	**Student Contact Hours**	**Number of Groups**
Taught sessions that combining elements of lecture and workshop	18 X3	2 X3
Tutorials	2 X3	
Directed independent tasks		
Total hours:	20 X3	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**

Exam	1 hour x 3	1/3 of module	end of sem 2
Maths coursework	1 x 1500 word equivalent		end of sem 2

PED A232 **CREATING AND EFFECTIVE LEARNING ENVIRONMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) To be aware of their responsibilities in school and those of others as outlined in the school and national policies and guidelines and how these reflect the purpose of education within society. (Q3b) (K3) (T4)
(2) To begin to understand how to take account of diversity and promote equality and inclusion in their teaching (Q19) (K2) (A1)
(3) Demonstrate an understanding of a range of strategies for behaviour management and begin to adapt these for personal learner needs.
(Q10) (K5) (A1)
(4) To begin to reflect on their own learning needs, to inform their professional practice and development.
(R4) (T5)

Content:

This module will provide the foundations for further study of professional practice in level 1b and in areas of educating pupils with special needs and assessment at level 2. Links will be made to other modules at this level, particularly Development and Learning. Throughout the module trainees will be prepared for school based training.

- Purposes of education. Pupil & teacher needs, responsibilities. The emerging professional.
- Features of the inclusive school- staff roles and responsibilities. School policy documentation.
- Creating a positive classroom and school ethos and a purposeful learning environment- including a range of behaviour strategies, organisation of the room, groupings and resources.
- Principles of planning. Focus on short term planning and how this fits into medium and long term. Structures used including the generic college planner.
- Princples of assessment fro learning. Purposes of feedback. Forms of feedback.
- Creating an inclusive learning environment- meeting needs of children from diverse backgrounds. Differing learning styles- link to inclusive planning.
- Self-esteem and emotional literacy. The use of circle time.
- Reinforcing coverage in Learning and Development module on learning styles, multiple intelligences, accelerated learning, brain gym etc.
- Personal learner needs- developing study skills, teacher development plan.
- An introduction to school based training procedures and requirements.

In relation to a number of the above areas, students will be introduced to and discuss a range of research findings and Government initiatives.

Learning and Teaching:

Each session will include a variety of approaches to promote active learning, to reflect those utilised in the primary classroom. These will be undertaken as a whole group, small group, pair or individually. Learning will be supported by reading materials provided in study and CLARCS packs and via online learning. Assignments and tasks will be fully scaffolded. Independent study – preparation for sessions, independent reading, e-learning via moodle

Method	Student Contact Hours	Number of Groups
Lectures, workshops	40	2
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 1250 words	50%	mid module
Case study report	2 x 1250 words	50%	end of module

PED A242 **TEACHING IN THE PRIMARY SCHOOL 1**

Credit value: 20
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

(2) Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
(3) Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
(4) Q4 Communicate effectively with children and colleagues.
(5) Q6 Have a commitment to collaboration and co-operative working.
(6) Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
(7) Q9 Act upon advice and feedback and be open to coaching and mentoring.
(8) Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons demonstrating secure subject/curriculum knowledge.
(9) Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.
(10) Q25 Teach lessons across the age and ability range for which they are trained in which they:
(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
(11) Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
(12) Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
(13) Q29 Begin to evaluate the impact of their teaching on the progress of all learners and modify their classroom practice where necessary.
(14) Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
(15) Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
(16) Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
(17) Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
(18) Demonstrate the professional conduct expected of a trainee teacher
(19) Work with others to demonstrate the capacity to plan, to share goals and work as a member of a team (T4)

Content:

(10) Establish effective working relationships with colleagues and demonstrate understanding of their own and others roles
(11) Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them
(12) Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice
(13) Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
(14) Plan and teach lessons across the curriculum that allows children to apply literacy, numeracy and ICT skills.
(15) Develop independence in planning and teaching lessons in English, maths and science
(16) Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.
(17) Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs
(18) Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.

School-Based Tutor/Host teacher

	Student Contact Hours	Number of Groups	Staff Contact Hours

			per trainee
Observing teaching and tutorial follow up	6	individual tutorials	6
Planning meetings	1	individual tutorials	1
Completing student assessment including target setting	1	individual tutorials	1
TOTAL	8		8

Link Tutor

	Contact Hours per trainee	Number of Groups	Staff Contact Hours per trainee
Visiting schools to monitor progress, check files	1	Individual tutorials	1
As required fail verifications, and joint observations and supporting tutorials	2		2
TOTAL	1 or 3		1 or 3

Learning and Teaching

Training consists of three phases:
Phase 1 : Preparation for teaching

- Introduction to the classroom context; planning, teaching and management systems
- Observation of teaching and learning, information gathering; data collecting tasks for college based Professional Studies modules

Phase 2 Assisted teaching

- Collaboration and assisted performance in planning, teaching and assessment

Phase 3 Developing independence

- A period of independent performance in planning and teaching in readiness for the Level 1b placement

Method	**Student Contact Hours**	**Number of Groups**
Observing teaching and tutorial follow up (SBT)	6	Individual
Planning meetings (CT)	1	Individual
Completing student assessment booklet including target setting (SBT)	1	Individual
Visit to schools to monitor progress, check files and verify assessments plus fail verification if necessary (LT)	1	Individual
Total hours:	9	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Summative judgements Recorded in the assessment Booklet drawing on evidence From the placement (SBT)		100%	end of sem 2

Link tutors support SBTs in their assessment role. College link tutors will visit approximately 7 trainees. College based link tutors cannot undertake all requirements and part time link tutors will visit the remainder of the cohort

PED A252 **THE LEARNING ENVIRONMENT IN CATHOLIC EDUCTION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of the mission, historical background, governance and ethos of Catholic schools and of the vision of education that underpins them.
(2) demonstrate an understanding of the ethos of a Catholic school and identify a range of opportunities for a teacher to support its Mission Statement.
(3) demonstrate the ability to make professional decisions regarding the pastoral and educational needs of pupils with reference to the aims and purposes of Catholic education.
(4) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development (including world faiths) and understand the leadership process for development and evaluation.

Content:

This module will focus on:

- experience of and the person's understanding of education in practice, responsibility, accountability and improvement in order to enable them to understand the requirements of teaching in Catholic education.

- Catholic tradition in education; teachings of the Catholic Church in respect of the curriculum; the role of the parents as first educators; working knowledge of – responsibilities in Canon Law, the responsibilities of school governing bodies for the maintenance of the Trust Deed and Instrument, the ethos, and the contract of employment in the Catholic school.

Learning and Teaching

Year 1 module will provide a foundation level of knowledge and understanding of the ethos of the learning environment in Catholic education.

In particular the teaching in this module will use **workshops** to support learning

This module will run over 20 weeks.

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	36		
Individual and/or group tutorial	4		
Work-based tasks			
Total hours:	40 hours		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2500 words	50%	sem 1
Assessed essay	1 x 1500 words	50%	sem 2

PED A262 **HUMAN, DISEASE AND LIFESTYLE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Show understanding of the anatomy and physiology of selected human body systems.
(2) Explain how selected organisms cause disease in the human body.
(3) Demonstrate an awareness/understanding of genetic material and the environment in human disorders and how DNA is used in forensic science.
(4) Consider the range of reproductive genetic engineering techniques and discuss the ethical implications of such methods.

Content:

Organisation of the human body. Tissue types. Circulatory system. Heart disease. Individual assessment of risk of heart disease. Immune system. Allergies. Disease-causing organisms. Spread of disease. Role of lifestyle in disease. Selected diseases from Malaria, Tuberculosis, MRSA infections, HIV and Aids. Cancer. Structure of DNA. Biological components in forensic science: DNA fingerprinting, forensic palynology

Ethical issues in reproductive genetic engineering.

Learning and Teaching:

Practicals:
Examine tissue types
Dissect heart
Microbiology - real organisms or simulations
Individual risk assessment -workshop -use computers
Biorad experiments
Forensic Palynology

Videos:
Cracking the Code
Circulatory System
Systems working together
Visiting speakers

Method	Student Contact Hours	Number of Groups
Lectures	30	1
Individual tuition		
Presentations	0.5	16
Practicals	10	1
Total Hours	40.5	

Assessment:

Form	Magnitude	Weighting	Timing
Other		50%	end of sem 1
Other		50%	end of sem 2

PED B212: NATIONAL CURRICULUM CORE: ENGLISH, MATHS AND SCIENCE

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach (Q14)
(2) demonstrate knowledge and understanding of English: the National Curriculum for England; the Primary National Strategy set out in the Primary Framework for literacy at Key Stage 1 (Q15) (A1) Begin to know and understand the national Curriculum for England and the Primary Framework for Science and Maths (Q15)

Content:

The English component of the module has several strands:

- An introduction to a language-rich curriculum that develops children's communication and literacy skills including: role-play, drama, story informed by the renewed Primary Framework
- An introduction to the simple model of the reading process and the teaching of early reading at Key Stage 1: word recognition and reading fluency
- Emphasis on the systematic teaching of phonic knowledge, skills and understanding through the use of multi-sensory approaches.
- Focus on a range of contexts for promoting language and reading comprehension including shared reading, guided reading and individual reading. Strong emphasis on guided reading in an instructional context.
- Focus on the key features of traditional stories related to their grammatical and structural features in book and multi-media format
- Trainees are required to compose narrative texts for Key Stage 1 children
- Models of planning, teaching and assessment for formative purposes

The aim of the maths element of the module is to enable trainees to acquire knowledge and understanding of:

- The curriculum for mathematics in the National Curriculum and the Primary Framework for mathematics
- Numbers and the number system including stages in progression in the development of understanding place value
- Mental calculation at KS1 involving the four operations: addition, subtraction, multiplication and division
- Recording calculations and the progression from mental to written calculations
- Planning and structuring a mathematics lesson
- Measurement including the measurement of length, weight, capacity and time in the KS1 curriculum

To plan a unit of work on measuring

The Science component includes:

- Develop personal knowledge of the science content: life processes in plants and animals, variation, classification and adaptation, forces and motion and friction, scientific enquiry
- The role of the National Curriculum and short term planning in Primary Science.
- Knowledge of the National Curriculum for Science and associated professional language.
- The structure and purpose of short term lesson planning, introduction to the three part lesson and creation of lesson plans
- Recognise the role of ICT in supporting teaching and learning

Learning and Teaching:

Teaching will be mainly through lectures and workshops. Individual/group tuition will be undertaken to support students' subject knowledge.

Method	Student Contact Hours	Number of Groups
Lectures/Workshops	16	1
Tutorials	1	1
Retest	1	
Total hours:	18	

Assessment:

Form	Magnitude	Weighting	Timing
Exam (Eng, Mat, Sci)	3 x 1 hour	100%	end of sem 2

PED B222: TEACHING AND LEARNING IN THE FOUNDATION STAGE 1:

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach (Q14)
(2) demonstrate secure knowledge and understanding of the EYFS/QCA/DfEE Curriculum Guidance for the Foundation Stage for communication, language and literacy development, Problem Solving, reasoning and Numeracy (Q15)

Content:

The CLL component of this module has several strands:

- An introduction to a broad and language-rich curriculum that develops children's communication and literacy skills including: play, story, rhymes and drama informed by the Early Years Foundation Stage and renewed Primary Framework
- An introduction to the simple model of reading and the teaching of early reading: word recognition and language comprehension
- Emphasis on the systematic teaching of phonic knowledge, skills and understanding through the use of multi-sensory approaches
- Focus on the key features of simple narrative texts for beginning readers: grammatical and structural features
- Trainees are required to compose simple texts for beginning readers.
- Models of planning, teaching and assessment for formative purposes

The aim of the mathematical component of this module is to enable trainees to acquire knowledge and understanding of:

(8) the principles for Early Years education, areas of learning and the Early Learning Goals for mathematical development set out in the Curriculum Guidance for the Foundation Stage and Primary Framework for mathematics
(9) The development of the concept of number: counting, knowing and using number facts, calculating
(10) The structure and organization of learning in Foundation Stage. Consideration will be given to ways other than specific mathematical activities to support the development of number such as observing numbers and patterns in the environment and daily routines
(11) Planning for focused activities
(12) The development of the concepts of measures in young children

(13) To recognize that mathematical concepts develop through the other areas of learning
(14) To know how to plan the learning environment, activities and experiences to enable children to learn
(8) To know how to plan complete series of activities

Learning and Teaching:

Teaching methods will include weekly lectures, practical workshops and tutorials. A range of directed independent tasks will be set during the module.

Method	Student Contact Hours	Number of Groups
Lectures/workshops	36	2
Tutorials	4	2
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	2 x 1 hour	100%	end of sem 2

PED B232 **NON CORE 1**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Have a secure knowledge and understanding of their subject/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for art, music, DT and PE. (Q14)
(2) Know and understand the relevant statutory and non-statutory frameworks including those provided through the national strategies for their subject/curriculum areas and other relevant initiatives applicable to the age and ability range for which they are trained to teach. (Q15)

Content:

Foundation Stage and Key Stage 1

- To have knowledge and understanding of the requirements of art and design, music, PE and DT in the Early Learning Goals and the National Curriculum.
- To understand the key principles in teaching art and design, music, PE and DT. To have an overview of current issues with regard to these areas.

ART
The nature of art, imagination, responding to experiences, expressing and communicating ideas, teaching methods and resources, lesson and unit planning, monitoring and assessing.

MUSIC
The nature of music, teaching methods and resources, lesson and unit planning, monitoring and assessing.

GYMNASTICS and GAMES
The nature of PE, health and bodily awareness and using equipment, teaching methods and resources, lesson and unit planning, monitoring and recording pupil performance, safety implications for the programmes of study covered.

DT
To understand the requirements of the National Curriculum for Design and Technology at Key stage 1
To model the process of planning, making and evaluating an artefact.
Developing an understanding of the knowledge, skills, techniques, resources and safety issues required for effective teaching and learning within the subject.

Learning and Teaching:

Sessions will be taught in practical workshop groups.

Method	Student Contact Hours	Number of Groups
Practical workshop groups	60	1
Total hours:	60	

Assessment:

Form	Magnitude	Weighting	Timing
Unit of work with rationale for Art, Music and PE including relevant resources	Equivalent of 1250 words per subject	25% per subject	mid sem 2
Make an artefact and write a Rationale of the associated Curricular knowledge, skills, Resources and safety issues for The effective teaching and Learning of the KS1 design and Technology curriculum	equivalent of 1250		

PED B241: **NON CORE 2: HISTORY AND GEOGRAPHY**

Credit value: 10
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a secure knowledge and understanding of the approaches used in effective history and geography teaching at KS 1. (Q14)
(2) Understand the content of the National Curriculum for KS 1 and related guidance e.g. QCA units for planning and apply this knowledge in planning for this age range. (Q15)
(3) Be aware of the approaches used in the effective teaching of history and geography at KS2 and the content of the national curriculum and related guidance at this level. (Q14)
(4) Reflect on the importance of history and geography within the primary curriculum and be able to make links between history and other areas of the primary curriculum.

Content:

The history component of the course will cover:

- The nature of history and how this relates to the teaching of primary age pupils
- The content of the National Curriculum Programmes of study (at KS1 and links to the FS curriculum and KS2) and related guidance including QCA documentation
- Pedagogy for teaching history including the use of artefacts, visual sources, stories, oral etc. Some reference will be made to the use of role play, local fieldwork, museum visits, archaeology etc.
- Planning related to history

Links will be made to other curriculum areas where relevant and to the use of ICT in teaching history. The inclusive nature of history teaching will be promoted throughout.

The geography component of the course will cover:

- The nature of geography and how this relates to the teaching of primary age pupils
- The content of the National Curriculum Programmes of study (at KS1&2 and links to the FS curriculum) and related guidance including QCA documentation
- Pedagogy for teaching geography including fieldwork, use of ICT (to include video, DVD, digital photography), visual and written sources to include the use of story, photo packs, artefacts, role play and visitors.
- Planning for geography in the primary curriculum and the use of formative and summative assessment.

Focus will be on the process of teaching geography in the primary school with links made to other curriculum areas where relevant. Issues of diversity and inclusion will be addressed within the taught sessions.

Learning and Teaching:

Each session will include a variety of approaches to promote active learning, to reflect those utilised in the primary classroom. These will be undertaken as a whole group, small group, pair or individually. Learning will be supported by reading materials provided in Study and CLARCS packs and via online learning. Assignments and tasks will be scaffolded. Students will be required to undertake directed tasks in preparation for sessions.

Method	Student Contact Hours	Number of Groups
Lectures, workshops Including use of guest speakers and visits	20 as per programme diagram	1
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Written assignment	2 x 1500 words equiv.	100%	end of sem 1

PED B251 **INDIVIDUAL LEARNING NEEDS**

Credit value: **10**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Examine issues of SEN, gifted and talented pupils and pupils with EAL related to theory and practice
(2) Evaluate IEPs in the context of the Code of Practice or relevant legislation and the roles of classteacher and SEN coordinator in providing for individuals
(3) Demonstrate an understanding of how key conditions may manifest themselves and how to respond appropriately in the learning environment
(4) Reflect on own experiences related to planning, teaching and assessing the diverse range of pupils (R4)

Content:

The aim of this module is for trainees to gain an insight into the individual child, how they develop and any challenges to learning that they may face. The module includes:

- Opportunities to explore cultural diversity issues
- The role and responsibilities of the SENCo
- Awareness of main conditions experienced by children on SEN register eg. Dyslexia, ADHD, Asperger's syndrome etc. and how these may manifest themselves in the classroom
- Awareness of issues arising for gifted and talented children and accommodating their needs within the primary school
- Preparation and use of an IEP

Standards addressed but not formally assessed: Q3b be aware of the policies and practices of the workplace and share in collective responsibility for their implementation

Research: students will observe and gather information about an individual child during SBT including IEP to inform case study report element of assessment

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	**Student Contact Hours**	**Number of Groups**
Workshops, lectures and tutorials	20 As per programme diagram	1
Total hours:	20	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Case study report and IEP	1 x 1000 word equiv.	40%	end of sem 2
Essay	1 x 2000 words	60%	end of sem 1

PED B261 **EARLY CHILDHOOD**

Credit value: 10
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Communicate awareness of personal, social and emotional development of young children and its impact on early learning (K1)
(2) Explore a range of perceptions of childhood including media portrayals and global differences (T2) (K2)
(3) Demonstrate an understanding of how children develop and that progress is affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences (Q18) (K1)

Content:

This module will include:

- Key theory related to social, emotional and physical development
- A range of perceptions of children including notions of childhood from different cultures and regions of the world
- How a child's development may be affected by a range of influences including social conditions, parent's economic situation, family education
- The range of religious, ethnic, cultural, linguistic and developmental differences between children in the UK

Research: students will consider how a researcher's approach influences research method and outcome. Students will compare viewpoints and begin to use reading to support their arguments.

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	Student Contact Hours	Number of Groups
Workshops, lectures and tutorials	20 As per programme diagram	1
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Report on case student	1 x 1000 words	50%	end of sem 2
Essay	1 x 1500 words	50%	end of sem 2

PED B272 **EFFECTIVE LEARNING AND TEACHING**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Communicate an understanding of the range of teaching and management strategies appropriate to early years learning and teaching
(2) Begin to express an understanding of the range of assessment approaches appropriate to the foundation stage and key stage 1 curriculum
(3) Make observations of individual children and groups and use these observations to draw conclusions related to teaching, management of the environment, assessment and children's development
(4) Evaluate the role of teaching assistants and other personnel in the effective teaching of young children

Content:

The aim of this module is to raise awareness of effective methods, structures and practices in teaching young children including:

- Evaluation of teaching sessions
- Teaching strategies including play, role play, VAK, MI approaches, circle time, brain gym
- Target setting drawing on effective evaluation – the effective use of marking in assessment
- Making observations and using the data gathered effectively
- Ethical issues in educational research
- Effective management of learning including the use of support personnel, behaviour management and differentiation

Standards addressed but not formally assessed:

Research: students will make observations of children in a range of learning settings to relate theoretical perspectives to practice. They will be introduced to qualitative and quantitative approaches to research. They will consider ethical issues related to educational research.

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	**Student Contact Hours**	**Number of Groups**
Workshops, lectures and tutorials	40 As per programme diagram	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Observation report	1 x 3000 word equiv.	100%	end of sem 2

PED B282 **TEACHING AND LEARNING IN THE FOUNDATION STAGE 2**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained. (Q14)
(2) Begin to demonstrate knowledge of key principles across the Foundation Stage setting
(3) Begin to the analyse situations that relate to learning and development in the context of the Foundation Stage (A1)
(4) Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team (T4)

Content:

To have knowledge of the professional documentation associated with teaching in the Early Years
Introduce the key principles and models of learning including the role of play that underpin the curricula for the Foundation stage
To have knowledge of children's' physical and cognitive development in the Early Years and how this relates to children's learning
Explore the learning environment, common modes of organization and curriculum delivery in Foundation Stage settings
Recognise opportunities for the use of ICT in supporting children's learning
Develop personal subject knowledge in relation to Knowledge and Understanding of the World, Physical development and Creative development
To understanding planning for the range of learning experiences within a Foundation
Stage setting and associated college proforma.

Learning and Teaching:

Workshop sessions will involve trainees in practical activities involved with teaching and learning and evaluation. Lectures will involve trainees in interactive discussion and analysis of sources and key concepts. Tutorials will involve trainees in small group and individual discussion focusing on analysis and synthesis. Time allocated to each is appropriate to the module delivered eg. P.E. all workshop; professional studies workshop 50%, tutorial 50%

Method	Student Contact Hours	Number of Groups
Workshops, lectures and tutorials	40	As per programme diagram
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Interactive resource	1 x 1000 word equiv.	25%	end of sem 1
Rationale	1 x 1000 words	25%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

PED B292 **TEACHING IN THE PRIMARY SCHOOL 2**

Credit value: **20**
Pre-requisites: **Pass in PED A202 (Teaching in the Primary School 1)**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
(2) Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
(3) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
(4) Communicate effectively with children and colleagues.
(5) Have a commitment to collaboration and co-operative working.
(6) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
(7) Act upon advice and feedback and be open to coaching and mentoring.
(8) Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons demonstrating secure subject/curriculum knowledge
(9) Design opportunities for learners to develop their literacy, numeracy and ICT skills.
(10) Teach lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
(11) Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
(12) Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
(13) Begin to evaluate the impact of their teaching on the progress of all learners and modify their classroom practice where necessary.
(14) Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
(15) Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
(16) Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
(17) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
(18) Demonstrate the professional conduct expected of a trainee teacher
(19) Work with others to demonstrate the capacity to plan, to share goals and work as a member of a team

Content:

(19) Establish effective working relationships with colleagues and demonstrate understanding of their own and others roles
(20) Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them
(21) Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice
(22) Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
(23) Plan and teach lessons across the curriculum that allows children to apply literacy, numeracy and ICT skills.
(24) Develop independence in planning and teaching focused activities across four Areas of Learning, an area of enhanced provision and lead whole class episodes or a series of lessons in either English or maths, a non-core subject and science depending on the trainees placement
(25) Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.
(26) Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs
(27) Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.

School-Based Tutor

	Contact Hours per trainee	Number of Groups	Staff Contact Hours per trainee
Observing teaching and tutorial follow up	6	individual tutorials	6
Planning meetings	1	individual tutorials	1
Completing student assessment including target setting	1	individual tutorials	1
TOTAL	8		8

Link Tutor

	Contact Hours per trainee	Number of Groups	Staff Contact Hours per trainee
Visiting schools to monitor progress, check files and verify assessments	1	Individual tutorials	1
As required fail verifications, and joint observations and supporting tutorials	2		2
TOTAL	1 or 3		1 or 3

Learning and Teaching:

Training consists of three phases:
Phase 1 : Preparation for teaching
Introduction to the classroom context; planning, teaching and management systems
Observation of teaching and learning, information gathering; data collecting tasks for college based Professional Studies modules
Phase 2 Assisted teaching
Collaboration and assisted performance in planning, teaching and assessment
Phase 3 Developing independence
A period of independent performance in planning teaching and assessment in readiness for the Level 2 placement

Method	**Student Contact Hours**	**Number of Groups**
Observing teaching and tutorial follow up (SBT)	6	Individual
Planning meetings (CT)	1	Individual
Completing student assessment booklet including target setting (SBT)	1	Individual
Visit to schools to monitor progress, check files and verify assessments plus fail verification if necessary (LT)	1	Individual
Total hours:	9	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Summative judgements recorded in the assessment booklet drawing on evidence from the placement (SBT)		100%	semester 2

Link tutors support SBTs in their assessment role. College link tutors will visit approximately 7 trainees. College based link tutors cannot undertake all requirements and part time link tutors will visit the remainder of the cohort

PED B311 **RELIGIOUS EDUCATION**

Credit value: **10**
Semester(s) offered: **1 or 2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a sound knowledge and understanding of six world religions, and the necessary developing skills to organize and deliver materials that give access to learning for all.
(2) Demonstrate a developing awareness of the role religious education contributes to the SMSC well being of each child, the school and its social context of the neighbourhood it serves.
(3) Display evidence, through a range of tasks, of a coherent understanding of the link between planning, monitoring and assessment, in order to facilitate appropriate opportunities for success and the raising of children's self esteem.
(4) To deliver clear expressions of inclusive teaching and learning, linking the world and the school in dynamic relationship in its provision for and celebration of diversity.

Content:

It takes seriously the context for religious education in the United Kingdom, and through instant communication, knowledge of the globe in which we live, namely one which is multi-racial, multi-religious and multi- cultural. Students are both challenged and supported in an exploration of dominant values expressed by Faith communites, and what this might mean for them as individuals, as student teachers, and for the pupils and staff with whom they work.
It explores ideas of insider/outsider, nature/nurture, ethnicity/
identity, stereotype/prejudice, inclusive/exclusive, set against a background of religious ethical principles and beliefs.

Such an approach links with and examines non-statutory religious education documents, together with statutory requirements, in the process empowering students with the necessary skills to develop themselves into effective religious education practitioners.

Learning and Teaching

It is student centred, linking their perceptions of the world with that of religious perspectives, creatively making sense of both.
It is ethnographic, engaging students in conversation with members of minority ethnic communities.
It is experiential, affective, sharpening the five senses through a vast range of hands on materials, venturing into the multiple world of the visual arts.
It is reflective, empowering individuals and groups toward thinking skills, co-operative approaches that bring shared understandings.
It is celebratory, developing attitudes of appreciation and thanksgiving, exploring the extraordinary in the ordinary.
It is multi-faith, cross curricular, continually updated to be relevant, engaging with contemporary events that impinge upon school and community relationships, It makes wide use of ICT skills taught in college.
It develops the principle of partners in education, teacher and student learning together .
Its an approach that both shapes and links the school ethos to learning in the classroom, developing insight and skills to deliver collective worship / assembly as a vehicle for transformation.

Method	Student Contact Hours	Number of Groups
Workshops	14	
Fieldwork	6	
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing
Assessed essay: SMSC	1 x 1000 words		week 3
ICT project with two Lesson plans			week 10

PED B321 **LANGUAGES FOR LEARNING**

Credit value: **10**
Semester(s) offered: **1**

Objectives:
On successful completion of the module, students will be able to:

(1) Begin to demonstrate a secure knowledge and understanding of MFL pedagogy to enable them to teach a language other than English effectively across
(2) Begin to know and understand the KS2 Framework for Languages

Content:

The aim of this module is to enable trainees to acquire knowledge and understanding of:

- *The KS2 Framework for Languages (2005)* rationale for teaching languages to young learners
- The approach to language teaching and learning in KS2 "which stresses opportunities for learners to interact with the language" p.5
- Ways in which to provide opportunities for learners to interact with the new language, such as:
  - Through regular routines: using greetings, numbers, games, and pictures
  - Songs and drama
  - Listening to familiar stories
  - Links with other subjects

Learning and Teaching:

The cohort will be divided into three groups and follow a five week programme in Spanish, German or French. Teaching will be mainly through lectures and workshops.

Method	Student Contact Hours	Number of Groups
Lectures/Workshops	10	3
Total hours:	30	

Assessment:

Form	Magnitude	Weighting	Timing
Group presentation		100%	sem 1

PED B342 **ENGLISH, MATHS AND DT**

Credit value: **20**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a developing knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach
(2) Demonstrate understanding of the relevant statutory and non-statutory curricula and frameworks; specifically the National Curriculum for Mathematics and the Primary Framework for Mathematics.
(3) Design opportunities for learners to develop their numeracy and ICT skills.

Content:

The module has a number of key strands.

First, it introduces reading comprehension and writing composition related to non-narrative texts in the later years. Extended units of work whose content is related to subjects/areas of the curriculum other than English are demonstrated. A variety of interactive teaching and learning strategies, techniques, routines and resources - within which speaking and listening is woven - are demonstrated and evaluated. Each non-narrative text-type is analysed with regard to the ways in which its purpose and audience determine its structural and grammatical features.

Second, poetry is the focus of units of work in which groups of poems share a common theme.

Third, there are opportunities for students to evaluate a variety of multi-media texts and resources extending links with ICT. Students are required to design, compose and evaluate their own multi-media information texts such that they demonstrate mastery of key grammatical and structural features. There will also be an investigation into children's out-of-school literacy lives with particular reference to children's experiences with digital technologies.

Fourthly, models of planning and assessment for formative purposes are demonstrated in preparation for school-based training.

Consideration of 2d and 3d shape, reflective and rotational symmetry, transformations, co-ordinates, tessellations, angles, congruence and similarity and aspects of geometric proof. Use of ICT.

i. Develop personal knowledge of the science content: electricity and magnetism, light and sound

ii. Develop personal knowledge of design and technology: developing, planning and communicating ideas, knowledge and safe use of tools, materials and components, evaluation of products and processes
iii. Knowledge of the National Curriculum for Design and Technology and associated professional language.
iv. The role of the National Curriculum and medium term planning.
v. The key features of effective medium term planning, including use of ICT.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Taught sessions that combining elements of lecture and workshop	18 x 3	2 x 3
Tutorials	2 x 3	
Directed independent tasks		
Total hours:	20 x 3	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Multi-media non-narrative presentation to resource teacher modelling and demonstration	1 x 1500 word equiv.	1/3 of module	end of sem 2
Test	1 x 1 hour	1/3 of module	end of sem 2

Assessment	1 x 1000 word equiv	1/3 of module	end of sem 2
Coursework	Design and production of An artifact Accompanying report 1200 words		end of sem 2

PED B352 **NON CORE: EXPRESSIVE ARTS**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Have a secure knowledge and understanding of their subject/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for art, gymnastics, dance and music.
(2) Know and understand the relevant statutory and non-statutory frameworks including those provided through the national strategies for their subject/curriculum areas and other relevant initiatives applicable to the age and ability range for which they are trained to teach.

Content:

Key Stage 2 (7-11 course)

- To have knowledge and understanding of the requirements of art and design, music, gymnastics and dance in the National Curriculum.
- To understand the key principles in teaching art and design, music, gymnastics and dance.
- To have an overview of current issues with regard to art and design, music, gymnastics and dance.

ART
The nature of art, imagination, responding to experiences, expressing and communicating ideas, teaching methods and resources, lesson and unit planning, monitoring and assessing.

MUSIC
The nature of music, teaching methods and resources, lesson and unit planning, monitoring and assessing.

GYMNASTICS
The nature of PE, health and bodily awareness and using equipment, teaching methods and resources, lesson and unit planning, monitoring and recording pupil performance, safety implications for the programmes of study covered.

Learning and Teaching:

Art and Design 7 three hour sessions. Total of 21 hours.
Music 7 three hour sessions. Total of 21 hours.
Gymnastics and Dance 6 three hour sessions. Total of 18 hours.

Sessions will be taught in practical workshop groups.

Method	**Student Contact Hours**	**Number of Groups**
Practical workshop groups	60 hours	2
Total hours:	60 hours	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Art and Design unit of work with rationale.	1 x 1250 word equiv.		
Music lesson plan and resources.	1 x 1250 words equiv.		
Dance and/or Gymnastics presentation and rationale.	1 x 1250 words equiv.		

PED B362 NON CORE HUMANITIES AND PE

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained to teach.
(2) Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained to teach.
(3) Understand the content of the National Curriculum for KS 2 and related guidance e.g. QCA units for planning and be able to apply this knowledge in planning for this age range
(4) Be aware of the approaches used in the effective teaching of history at KS1and the content of the national curriculum and related guidance at this level.
(5) Reflect on the importance of history within the primary curriculum and be able to make links between history and other areas of the primary curriculum.

Content

The PE component of the module will include:

GAMES

- Key principles of teaching games.
- Coverage of appropriate National Curriculum Programmes of Study.
- Introduction to QCA document with regard to games teaching.
- Health and bodily awareness.
- Understanding the structure of games.
- Importance of warm-up, stretches, and cool-down.
- Skill acquisition.
- Mini-games.
- Progression of understanding in invasion games.
- Progression of understanding in net and fielding games.
- Organization of games lessons.
- Practical activities illustrating the principles and ethos of teaching games in the primary school.
- Observation as a key to giving feedback
- Lesson planning for games (using NC strands and QCA PE document, relevant to games).
- Principles of differentiation and progression in teaching games, exemplified through practical activities.
- Safety in games, (including organization of equipment).

The history component of the course will include:

- The nature of history and how this relates to the teaching of primary age pupils
- The content of the National Curriculum Programmes of study (at KS1&2 and links to the FS curriculum and KS3) and related guidance including QCA documentation
- Pedagogy for teaching history including the use of artefacts, visual sources, oral, written etc. The use of role play, local fieldwork, museum visits, archaeology etc.
- Planning and assessment (utilising AfL strategies) including reporting, leveling work related to history

Links will be made to other curriculum areas where relevant and to the use of ICT in teaching history. The inclusive nature of history teaching will be promoted throughout. An overview of the teaching of history in the primary school will be provided to facilitate subject co-ordination in this area.

The geography component of the course will include:

- The nature of geography and how this relates to the teaching of primary age pupils
- The content of the National Curriculum Programmes of study (at KS1&2 and links to the FS curriculum) and related guidance including QCA documentation
- Pedagogy for teaching geography including fieldwork, use of ICT (to include video, DVD, digital photography), visual and written sources, photo packs, artefacts, role play and visitors.
- Planning for geography in the primary curriculum and the use of formative and summative assessment.

- Focus will be on the process of teaching geography in the primary school with links made to other curriculum areas where relevant. Issues of diversity and inclusion will be addressed within the taught sessions.

Learning and Teaching:

Practical PE workshop sessions.

Each session will include a variety of approaches to promote active learning, to reflect those utilised in the primary classroom. These will be undertaken as a whole group, small group, pair or individually. Learning will be supported by reading materials provided in Study and CLARCS packs and via online learning. Assignments and tasks will be scaffolded. When possible input from guest lecturers and visits to local museums etc will be included. Students will be required to undertake directed tasks in preparation for sessions.

Method	**Student Contact Hours**	**Number of Groups**
Games five 3 hour sessions	60 hours	2 x 3
History and Geography		
Total hours:	60 hours	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Written assignment	3 x 1500 word equiv.	100%	end of sem 2

PED B372 **CONDITIONS FOR LEARNING**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate familiarity with and make links between the values and aims of the National Curriculum and the programmes of study for citizenship and Personal, social and health education and how these relate to other areas of the curriculum
(2) Demonstrate knowledge and understanding of a range of strategies for behaviour management, critically evaluate their use and be able to adapt them for personal learner needs.
(3) Reflect on a range of factors related to an effective learning environment and apply the knowledge gained to specific practical situations
(4) To discuss their own learning needs and how this knowledge informs their professional development and practice.

Content:

The course consolidates and extends further those areas introduced in level 1a. It will lay the foundations for studying the education of pupils with SEN at level 3a. Where possible links will be made to the content of the core and non-core curriculum.

- To introduce the SBT assessment procedures and requirements for level 1b and to review the level 1a placement.
- An introduction to the SEN code of practice, responsibilities of the class-teacher. Planning to meet individual needs. An introduction to IEPS.
- Pupils with E,B,S difficulties –developing further the range of behaviour management strategies introduced in level 1a.
- Bullying in school- strategies to prevent and combat bullying
- Curriculum content related to PSHCE. Cross-curricular approaches to planning related to PSHE/citizenship.
- National and school initiatives related to PSHCE
- Working within a team. The effective management and use of teaching assistants. Principles of research in schools.
- Personal learner needs- developing study skills, teacher development plan.

In relation to each of the above areas, students will be introduced to a range of research findings and Government initiatives. They will begin to evaluate the content of some of these and the approaches used in carrying out the research.

Learning and Teaching:

Each session will include a variety of approaches to promote active learning, to reflect those utilised in the primary classroom. These will be undertaken as a whole group, small group, pair or individually. Learning will be supported by reading materials provided in Study and CLARCS packs and via online learning. Assignments and tasks will be scaffolded.

Method	Student Contact Hours	Number of Groups
Lectures, workshops	40	
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Lesson plan and rationale	1 x 2500 words equiv.	50%	mid module
Essay	1 x 2500 words	50%	end of module

PED B382 **TEACHING IN THE PRIMARY SCHOOL 2**

Credit value: **20**
Pre-requisites: **Pass in PED A242 (Teaching in the Primary School 1)**
Semester(s) offered: **2**

Objectives:

On successful completion of the module, students will be able to:

(1) Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
(2) Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
(3) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
(4) Communicate effectively with children and colleagues.
(5) Have a commitment to collaboration and co-operative working.
(6) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
(7) Act upon advice and feedback and be open to coaching and mentoring.
(8) Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons demonstrating secure subject/curriculum knowledge
(9) Design opportunities for learners to develop their literacy, numeracy and ICT skills.
(10) Teach lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
(11) Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
(12) Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
(13) Begin to evaluate the impact of their teaching on the progress of all learners and modify their classroom practice where necessary.
(14) Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
(15) Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
(16) Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
(17) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
(18) Demonstrate the professional conduct expected of a trainee teacher
(19) Work with others to demonstrate the capacity to plan, to share goals and work as a member of a team

Content:

(28) Establish effective working relationships with colleagues and demonstrate understanding of their own and others roles
(29) Demonstrate high expectations of children as learners and develop constructive and supportive relationships with them
(30) Contribute and share in the corporate life of the school and take responsibility for implementation of school policies and practice
(31) Undertake lesson observation of established teachers in order to evaluate and learn from effective practice.
(32) Plan and teach lessons across the curriculum that allows children to apply literacy, numeracy and ICT skills.
(33) Develop independence in planning and teaching focused activities across four Areas of Learning, an area of enhanced provision and lead whole class episodes or a series of lessons in either English or maths, a non-core subject and science depending on the trainees placement
(34) Reflect upon and evaluate their own teaching and engage in the coaching and mentoring process in order to develop their professional needs.
(35) Provide effective feedback on pupil attainment that identifies pupil progress and supports individual learning needs
(36) Establish the use of frameworks that promote classroom discipline and demonstrate positive values in creating a purposeful and safe learning environment.

School-Based Tutor

	Contact Hours per trainee	Number of Groups	Staff Contact Hours per trainee
Observing teaching and tutorial follow up	6	individual tutorials	6
Planning meetings	1	individual tutorials	1
Completing student assessment including target setting	1	individual tutorials	1
TOTAL	8		8

Link Tutor

	Contact Hours per trainee	Number of Groups	Staff Contact Hours per trainee
Visiting schools to monitor progress, check files and verify assessments	1	Individual tutorials	1
As required fail verifications, and joint observations and supporting tutorials	2		2
TOTAL	1 or 3		1 or 3

Learning and Teaching:

Training consists of three phases:
Phase 1 : Preparation for teaching
Introduction to the classroom context; planning, teaching and management systems
Observation of teaching and learning, information gathering; data collecting tasks for college based Professional Studies modules
Phase 2 Assisted teaching
Collaboration and assisted performance in planning, teaching and assessment
Phase 3 Developing independence
A period of independent performance in planning teaching and assessment in readiness for the Level 2 placement

Method	**Student Contact Hours**	**Number of Groups**
Observing teaching and tutorial follow up (SBT)	6	Individual
Planning meetings (CT)	1	Individual
Completing student assessment booklet including target setting (SBT)	1	Individual
Visit to schools to monitor progress, check files and verify assessments plus fail verification if necessary (LT)	1	Individual
Total hours:	9	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Summative judgements recorded in the assessment booklet drawing on evidence from the placement (SBT)		100%	semester 2

Link tutors support SBTs in their assessment role. College link tutors will visit approximately 7 trainees. College based link tutors cannot undertake all requirements and part time link tutors will visit the remainder of the cohort

PED B392 **TEACHING AND LEARNING IN CATHOLIC EDUCATION**

Credit value: **20**
Semester(s) Offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) apply the knowledge of the mission, historical background, governance and ethos of Catholic schools and of the vision of education that underpins them in planning for teaching and learning.
(2) demonstrate the ability to make professional decisions regarding the pastoral and educational needs of pupils with reference to the aims and purposes of Catholic education.
(3) demonstrate understanding of the principles for planning and delivering a curriculum for global citizenship.
(4) demonstrate an understanding of the role of teacher in the process of evaluation and development in teaching and learning.

Content:

This module will focus on:

- experience of and the person's understanding of education in practice, responsibility, accountability and improvement in order to enable them to understand the requirements of teaching in Catholic education.

- Catholic tradition in education; teachings of the Catholic Church in respect of the curriculum; the role of the parents as first educators; working knowledge of – responsibilities in Canon Law, the responsibilities of school governing bodies for the maintenance of the Trust Deed and Instrument, the ethos, a curriculum to meet all needs, and the contract of employment in the Catholic school.

Learning and Teaching:

Year2 module will provide a foundation level of knowledge and understanding of teaching and learning in Catholic education and enable them to develop the necessary academic skills.
In particular the teaching in this module will use workshops to support learning

This module will run over 20 weeks

Method	**Student Contact Hours**	**Work-based learning**	**Independent study/ reflection/ assessment / e-learning**
Workshops and pair and group discussions	36		
Individual and/or group tutorial	4		
Work-based tasks			
Total hours:	40 hours		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2500 words	50%	sem 1
Assessed essay	1 x 1500 words	50%	sem 1

Students who did not complete the Year 1 module focusing on 'The Learning Environment in Catholic Education' will require a Year 1a summary for this module.

PED B402 **ENVIRONMENTS, ENERGY AND BIOTECHNOLOGY**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Investigate the relationships between living organisms and their environment through the local environment.
(2) Discuss how developments in biotechnology may affect people and the environment.
(3) Demonstrate understanding of the processes that lead to climate changes and their consequences.
(4) Consider the problems associated with the utilisation of the earth's resources and waste generation.

Content:

Biosphere, biomes and ecosystem structure. Structure of the atmosphere. Causes and effects of climate change. Biological effects of air pollution. DNA benefits and risks associated with GM foods. Food safety and ethics of GM technology.

Renewable and non-renewable resources and present sources of energy supply. Alternative energy sources e.g. tidal, waste, solar, plants.

Learning and Teaching:

Combination of lectures, practicals, fieldwork, student presentations.

Method	Student Contact Hours	Number of Groups
Lectures	25	1
Presentations	??	??
Practical	8	1
Fieldwork	7	2
Total hours:	40.5	

Assessment:

Form	Magnitude	Weighting	Timing
Other		50%	end of sem 1
Other		50%	end of sem 2

PED 3202 TEACHING NON-CORE/FOUNDATION SUBJECTS IN THE PRIMARYSCHOOL:

Credit value: 20
Semester(s) offered: 1&2

The content is split into two subject groups:

Art ,Music and PE
RE, Geography and History

Trainees cover both subject groups over the course of two modules – one subject group per semester: PED2200+PED2202 taught at Level 2 and PED3200+PED3202 taught at Level 3a.

Objectives:

On successful completion of the module, trainees will be able to:

(i) demonstrate secure knowledge and understanding of the subject(s) they are trained to teach, KU1 (2.1), In relations to specific phases, this includes: have sufficient understanding of a range of work across the following subjects:

- History or Geography
- Physical education
- ICT
- Art and design or design and technology
- Performing arts, and
- Religious education

To be able to teach them in the age range for which they are trained.

(2) demonstrate an awareness of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach, KU3 (2.3)

Content:

SUBJECT GROUP 1

1. Art and Music

The nature of Art; coverage of selected aspects of the National Curriculum Programme of study; ELGs for Exploring Media and Materials; Imagination, Responding to Experiences and Expressing and Communicating Ideas; teaching methods and resources; lesson and unit planning; monitoring and recording pupil performance. The nature of Music, coverage of selected aspects of the National Curriculum programme of study; ELG for Music; teaching methods and resources; lesson and unit planning; monitoring and recording pupil performance.

2a. PE (non-PE subject specialists)

The nature of PE; coverage of appropriate National Curriculum programmes of study; an awareness of the ELGs for Movement, Sense of Space, Health and Bodily awareness and Using equipment; teaching methods and resources; lesson and Unit planning; monitoring and recording pupil performance; safety implications for the programmes of study covered.

2b. PE (subject study PE specialists)

They will have a separate course in Swimming (Level 2, semester 2)
Safety, Hygiene and Organisation considerations; Basic principles of Swimming (Flotation, Propulsion, Resistance) Lesson and Unit Planning; Teaching, learning, monitoring and assessment; Teaching non-swimmers and beginners; Teaching from beginner to swimmer; Teaching Water safety/survival/diving skills; swimming awards.

SUBJECT GROUP 2

1. RE

The nature of RE; Legislation governing RE; Agreed and Model Syllabuses;
ELG for Cultures and Beliefs; teaching methods and resources; lesson and Unit planning; Collective worship. Teaching Christianity; Judaism; Islam; Hinduism, Sikhism, Buddhism, in Key Stages 1 and 2; Assessment in RE; places of worship (visits).

2. Geography

The nature of Geography; coverage of selected areas of the programmes of study National Curriculum and ELG for “A sense of place”, teaching methods and resources; lesson and Unit Planning; monitoring and recording pupil performance.

3. History

The nature of history; the process of historical investigation; coverage of selected areas of the programmes of study National Curriculum and ELG for "A sense of time", teaching methods and resources; lesson and unit planning, monitoring, assessing and recording pupil performance.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	24	4
Individual tuition	0.25 x 40	4
Total hours:	24.25	

Assessment:

Form	Magnitude	Weighting	Timing
Subject group 1:			
Art			
Written assignment	1250 words or equivalent	25%	end of sem
Music			
Written assignment	1250 words or equivalent	25%	end of sem
PE			
Written assignment	2500 words or equivalent	50%	end of sem
Subject group 2:			
RE			
Written assignment	2000 words or equivalent	40%	end of sem
Geography			
Written assignment	1000 words or equivalent	20%	end of sem
History			
Written assignment	2000 words or equivalent	40%	end of sem

PED 3522 **TEACHING IN THE PRIMARY SCHOOL 3**

Credit value: 20
Pre-requisites: Must pass PED2272
Semester(s) offered: 1

Objectives:

On successful completion of the module, students will be able to :

(1) show a knowledge of the subject content in English, mathematics, science and ICT which enables teaching and learning

(2) show a working personal knowledge of ICT and of methods of teaching and assessment and appropriate application in English, mathematics and science
(3) plan their teaching to achieve progression in pupils' learning
(4) provide clear structures for lessons, and for sequences of lessons in the short, medium and longer term which maintain pace, motivation and challenge for pupils
(5) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
(6) ensure effective interactive teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of the available teaching time
(7) ensure that, through task setting and monitoring, pupils acquire and consolidate knowledge skills and understanding in the subject
(8) use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged
(9) exploit opportunities to contribute to pupils' basic skills and wider educational development
(10) evaluate their own teaching critically and use this to improve their effectiveness
(11) maintain classroom discipline when teaching
(12) collect evidence of pupil performance and use the data appropriately
(13) demonstrate the personal and professional behaviour of a teacher.

In addition, subject studies students of PE, Theology or History should also:

(1) demonstrate knowledge of the subject content which enables teaching and learning and use that knowledge and understanding to plan lessons, teach and assess pupils
(2) plan opportunities to contribute to pupils spiritual, moral , social and cultural development.

Content:

(1) Planning and delivering lessons in English, mathematics and science using ICT as appropriate;
(2) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
(3) planning for next step teaching and improving effectiveness of teaching;
(4) lesson evaluation in relation to pupil attainment and learning outcomes;
(5) introduction to school rules, routines and strategies and techniques for creating a purposeful working atmosphere and whole school policies in a new school setting;
(6) establishing effective working relationships and setting a good example to the pupils they teach.

Subject studies students of PE
(1) Planning and delivering lessons in PE;
(2) lesson evaluation in relation to pupil attainment and learning outcomes;
(3) Planning for next step teaching and improving effectiveness of teaching.

Subject studies students of Theology
(1) Planning and delivering lessons in RE;
(2) lesson evaluation in relation to pupil attainment and learning outcomes;
(3) Planning for next step teaching and improving effectiveness of teaching.

Subject studies students of History
(1) Planning and delivering lessons in History;
(2) lesson evaluation in relation to pupil attainment and learning outcomes;
(3) Planning for next step teaching and improving effectiveness of teaching.

Learning and Teaching:

School-based tutor:

Method	Student Contact Hours	Number of Groups
Observing teaching and tutorial follow up	6	Individual tutorials
Planning meetings	1	Individual tutorials
Completing student assessment including target setting	1	Individual tutorials
Total hours:	8	

College Link Tutor

Method	Student Contact Hours	Number of Groups
Visiting schools to monitor progress, check files and verify assessment plus fail verification if necessary	2	Individual tutorials
Total hours:	2	

Assessment:
will be assessed in relation to 4/98 Standards SK2, SK4, SK5 P1, P2, P3, P4, T1, T2, T3, T4, T5, CM1, MR4, PC1

PED 3532 **NATIONAL CURRICULUM CORE 4: ENGLISH, MATHEMATICS AND SCIENCE**

Credit value: 20
Pre-requisites: Primary Education Early Years students only
Semester offered: 2

Candidates MUST study the following three components:

1. ENGLISH

Objectives:

(1) demonstrate understanding of reading processes, pupil progression and pedagogical practices (4/98, Annex C, section A)
(2) distinguish between stages of pupil progression from immature to mature reading processes (4/98, Annex C, section A)
(3) Judge the value of a range of pedagogical practices designed to promote pupils' reading Attainments (4/98, Annex C, section A)
(4) Use a variety of effective strategies, techniques and resources to teach literacy skills and processes (4/98, Annex C, section B)
(5) Use a range of methods, modes and materials to monitor, assess, record and report pupils' reading attainments (4/98, Annex C, section B).

Content:

In relation to either KS0 and KS1 or KS2 , the module will address Sections A and B of Circular 4/98, Annex C.

(1) Models of reading processes, progression pathways and pedagogical practices. The "reading debates" will be explored.
(2) Target setting, monitoring, assessing, recording and reporting in relation to reading attainments.
(3) The efficacy of recent local and national programmes designed to increase children's reading attainments will be researched and evaluated.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	18	2
Tutorials	0.25 x 40	2
Audit	2	2
Total hours:	20.25	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1x1 hour	33%	End of Semester 2

MATHEMATICS

Objectives:

On successful completion of the module, students will be able to demonstrate:

(1) knowledge and understanding of the mathematics content covered in the module (4/98 Annex D Section A.1.,2.,3.; Section C.13.)
(2) knowledge of the National Curriculum at Key Stages 1 and 2 for the mathematics covered in the module relating to the Programmes of Study for "Shape, Space and Measure" and "Handling Data" (4/98 Annex D Section A.4.; Section B.5.,6.,7.).

Content :

The mathematical content will include:

(1) Consideration of measurement of length, mass, volume and capacity, time, area and perimeter, and the collection, interpretation and representation of data.
(2) Probability

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorials	0.25 x 40	2
Audit	2	2
Total hours:	20.25	

Assessment:

Relates to course objectives referenced to circular 4/98 Annex D and Annex A Standard Cluster Heading (SCH SK2.)

Form	Magnitude	Weighting	Timing
Seen paper	1x1 hour	33%	End of Semester 2

SCIENCE

Objectives:

On successful completion of the modules, students will be able to:

(1) demonstrate personal knowledge and understanding of the science content covered in the module; (4/98 Annex E section C)
(2) demonstrate the ability to conduct a scientific investigation(systematic enquiry) using the National Curriculum Experimental and investigative skills and with the aid of ICT to process data, analyse and interpret it. (4/98 Annex C & B)
(3) demonstrate knowledge of the National Curriculum at KS 1 & 2 for the science covered in the module and for programmes of study Sci0 & Sci1; (4/98 Annex E section B)
(4) assess children's work in science and make judgments about the level using the National Curriculum statements of attainment; (4/98 Annex E section B)
(5) design tasks for children to meet their needs and progress their learning in science (4/98 Annex E section B)
(6) demonstrate knowledge and understanding of pedagogy which helps secure pupils progress in science (4/98 Annex E section A).

Content:

(1) Planning of whole investigations as a teaching strategy across a broad range of content areas of the National Curriculum but with a strong focus on Sci0 and Sci1 and the subsequent collection, processing and analysis and interpretation of data and the use of process skill demand as a strategy for differentiating activities.
(2) Assessment in science will be addressed with a strong focus on children's work, National Curriculum Attainment targets and SATs.

The following science content areas will be taught:

3) The Earth and Beyond
4) Floating and sinking.
5) Sound.
6) Living things in the environment

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorials	0.25 x 40	2
Audit	2	2
Total hours:	20.25	

Assessment:

Form	Magnitude	Weighting	Timing
Seen paper	1x1 hour	33%	End of Semester 2

PED 3542 **NATIONAL CURRICULUM CORE 4: ENGLISH, MATHEMATICS AND SCIENCE**

Credit value: 20
Pre-requisites: Primary Education Later Years Students only
Semester offered: 2

Candidates MUST study the following three components:

1. ENGLISH

Objectives:

On successful completion of the module trainees will be able to:

demonstrate secure knowledge and understanding of English: the National Curriculum for England and the frameworks and methods set out on the National Literacy Strategy for Key Stages 1 and 2, KU1 [2.1]
support those who are learning English as an additional language in Key Stages1 and 2, MA5 [3.5.3]

Content:
the National Curriculum for England programmes of study related to spelling and narrative composition; teaching methods and expectations set out in the National Literacy Strategy.
Planning, teaching, monitoring, assessing and recording pupils' spelling and narrative writing attainments at Key Stages 1 and 2.
Supporting those who are learning English as an additional language.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorials	0.25 x 40	2
Audit	2	2
Total hours:	20.25	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	1 x 1 hour	33%	end of Semester 2

MATHEMATICS

Objectives:

demonstrate secure knowledge and understanding of Mathematics: the National Curriculum for England and the frameworks and methods set out on the National Numeracy Strategy for Key Stages 1 and 2, KU1 [2.1]

Content:

(1) Consideration of measurement of length, mass, volume and capacity, time, area and perimeter. The collection, interpretation and representation of data.
(2) Probability.
(3) Examining in more detail monitoring, assessing, recording and reporting and accountability in teaching mathematics.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorials	0.25 x 40	2
Audit	2	2

Total hours:	20.25	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	1 x 1 hour	33%	end of Semester 2

SCIENCE

Objectives:

On successful completion of the module trainees will be able to:

demonstrate secure knowledge and understanding of Science, the National Curriculum for England, KU1 [2.1]
assess pupils' progress accurately using, as relevant, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum assessment frameworks or objectives from the national strategies, MA3 [3.2.3]

Content:

Develop personal knowledge and understanding of the science content covered (Humans as organisms, Scientific enquiry, Forces and motion, Forces and energy, Materials and their properties).
Knowledge of the National Curriculum for Science.
The role of a constructivist approach in addressing children's misconceptions.
Links between the Science National Curriculum and aspects of Personal, Social And Health Education.
The role of assessment, monitoring and record keeping in the teaching and learning of Science.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorials	0.25 x 40	2
Audit	2	2
Total hours:	20.25	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	1 x 1 hour	33%	end of Semester 2

PED 3552 **PROFESSIONAL STUDIES 3: ASSESSMENT**

Credit value: 20 credits
Pre-requisites Primary Education Early Years students only
Semesters offered: 1

Objectives:

On successful completion of the module, trainees will be able to:

communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this, [PV4]
understand the contribution that support staff and other professionals make to teaching and learning, PV6
be aware of, and work within, the statutory frameworks relating to teachers' responsibilities, PV8
understand how pupil's learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development, KU 4
understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs, KU6
plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, PET5

Content:

Teacher and the School: teacher's contract and conditions of service, current legislation; organisation of the school; administrative roles and responsibilities, record keeping; roles and responsibilities of school governors.
Children's Welfare: legislation and regulations relating to health and safety in the classroom, school environment, school visits and residentials; protection of children from abuse, including bullying; legislation concerning discrimination on the grounds of race and sex; legislation concerning sanctions and physical restraint.
School and Community: relationships with parents and other carers; reporting to parents; involving parents in school; homework policies; home-school contracts; multi-professional co-operation within the SEN code of practice.
Use of the Code of Practice for the identification and assessment of educational needs
Nature and causes of individual differences; definitions of impairment, learning difficulty, including different kinds of specific learning difficulty, special educational needs, high ability and giftedness within school.
Instruments and techniques for identifying SEN and high ability; principles of matching educational provision to educational need.
External agency provision for pupils with SEN or who are very able or gifted.
Analysis and evaluation of Case Studies of current practice in schools.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	40	2
Tutorial	0.25 x 40	2
Total hours:	40.25	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1 x 3 hour	100%	end of Semester 1

PED 3562 **PROFESSIONAL STUDIES 3: ASSESSMENT**

Credit value: 20 credits
Pre-requisites Primary Education Junior Years students only
Semesters offered: 1

Objectives:

On successful completion of the module, trainees will be able to:

communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this, [PV4]
understand the contribution that support staff and other professionals make to teaching and learning, PV6
be aware of, and work within, the statutory frameworks relating to teachers' responsibilities, PV8
understand how pupil's learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development, KU 4
understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs, KU6
plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, PET5

Content:

Teacher and the School: teacher's contract and conditions of service, current legislation; organisation of the school; administrative roles and responsibilities, record keeping; roles and responsibilities of school governors.
Children's Welfare: legislation and regulations relating to health and safety in the classroom, school environment, school visits and residentials; protection of children from abuse, including bullying; legislation concerning discrimination on the grounds of race and sex; legislation concerning sanctions and physical restraint.
School and Community: relationships with parents and other carers; reporting to parents; involving parents in school; homework policies; home-school contracts; multi-professional co-operation within the SEN code of practice.
Use of the Code of Practice for the identification and assessment of educational needs
Nature and causes of individual differences; definitions of impairment, learning difficulty, including different kinds of specific learning difficulty, special educational needs, high ability and giftedness within school.
Instruments and techniques for identifying SEN and high ability; principles of matching educational provision to educational need.
External agency provision for pupils with SEN or who are very able or gifted.
Analysis and evaluation of Case Studies of current practice in schools.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	40	2
Tutorial	0.25 x 40	2
Total hours:	40.25	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1 x 3 hour	100%	end of Semester 1

PED 3704 **ADDITIONAL EXPERIENCE PLACEMENT**

Credit value: 20 credits
Pre-requisites None
Semesters offered: 1&2

Objectives:

On successful completion of the module, trainees will be able to:

teach the required or expected knowledge, understanding and skills relevant to the curriculum for the pupils in the age range for which they are trained.
Improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.
Understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
Contribute to, and share responsibility in, the corporate life of schools.

Content:

During the additional experience placement the trainees will be required to:

Work under the direction of the class teacher
Undertake 'child watching' and record learning on a daily basis
Observe teaching using the proforma provided
Plan, teach and evaluate lessons/activities
Collect information in school routines/rules and aims
Keep a diary of the time in school
Write a reflective report at the end of the placement

Learning and Teaching:

This is a work-based module which requires some self-directed learning and reflection. The trainees will be using observation techniques, an apprenticeship module in working side by side with an experienced teacher and structured proformas that provide templates for the trainee to collect and evaluate information.

Method	**Student Contact Hours**	**Number of Groups**
Work-based placement	20 days	N/A
Total hours:	20 days	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio	1 x 4000 equiv	100%	end of placement

PED 3812 TEACHING NON-CORE/FOUNDATION SUBJECTS IN THE PRIMARYSCHOOL:

Credit value: 20
Semester(s) offered: 1&2

The content is split into two subject groups:

Art ,Music and PE
RE, Geography and History

Trainees cover both subject groups over the course of two modules – one subject group per semester:

Objectives:

On successful completion of the module, trainees will be able to:

(1) demonstrate secure knowledge and understanding of the subject(s) they are trained to teach, KU1 (2.1), In relations to specific phases, this includes: have sufficient understanding of a range of work across the following subjects:
History or Geography
Physical education
ICT
Art and design or design and technology
Performing arts, and
Religious education
To be able to teach them in the age range for which they are trained.

(2) demonstrate an awareness of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach, KU3 (2.3)

Content:

SUBJECT GROUP 1

1. Art and Music
The nature of Art; coverage of selected aspects of the National Curriculum Programme of study; ELGs for Exploring Media and Materials; Imagination, Responding to Experiences and Expressing and Communicating Ideas; teaching methods and resources; lesson and unit planning; monitoring and recording pupil performance. The nature of Music, coverage of selected aspects of the National Curriculum programme of study; ELG for Music; teaching methods and resources; lesson and unit planning; monitoring and recording pupil performance.

2a. PE (non-PE subject specialists)
The nature of PE; coverage of appropriate National Curriculum programmes of study; an awareness of the ELGs for Movement, Sense of Space, Health and Bodily awareness and Using equipment; teaching methods and resources; lesson and Unit planning; monitoring and recording pupil performance; safety implications for the programmes of study covered.

2b. PE (subject study PE specialists)
They will have a separate course in Swimming (Level 2, semester 2)
Safety, Hygiene and Organisation considerations; Basic principles of Swimming (Flotation, Propulsion, Resistance) Lesson and Unit Planning; Teaching, learning, monitoring and assessment; Teaching non-swimmers and beginners; Teaching from beginner to swimmer; Teaching Water safety/survival/diving skills; swimming awards.

SUBJECT GROUP 2

1. RE
The nature of RE; Legislation governing RE; Agreed and Model Syllabuses;
ELG for Cultures and Beliefs; teaching methods and resources; lesson and Unit planning; Collective worship. Teaching Christianity; Judaism; Islam; Hinduism, Sikhism, Buddhism, in Key Stages 1 and 2; Assessment in RE; places of worship (visits).

2. Geography
The nature of Geography; coverage of selected areas of the programmes of study National Curriculum and ELG for “A sense of place”, teaching methods and resources; lesson and Unit Planning; monitoring and recording pupil performance.

3. History

The nature of history; the process of historical investigation; coverage of selected areas of the programmes of study National Curriculum and ELG for "A sense of time", teaching methods and resources; lesson and unit planning, monitoring, assessing and recording pupil performance.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures/workshops	24	4
Individual tuition	0.25 x 40	4
Total hours:	24.25	

Assessment:

Form	Magnitude	Weighting	Timing
Subject group 1:			
Art			
Written assignment	1250 words or equivalent	25%	end of sem
Music			
Written assignment	1250 words or equivalent	25%	end of sem
PE			
Written assignment	2500 words or equivalent	50%	end of sem
Subject group 2:			
RE			
Written assignment	2000 words or equivalent	40%	end of sem
Geography			
Written assignment	1000 words or equivalent	20%	end of sem
History			
Written assignment	2000 words or equivalent	40%	end of sem

PED 4002 **NATIONAL CURRICULUM CORE 5: ENGLISH, MATHEMATICS AND SCIENCE**

Credit value: 20
Pre-requisite: available to Primary Education Early years student only
Semester offered: 1

Candidates **MUST** study the following three components:

1. ENGLISH

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate understanding of writing processes, pupil progression and pedagogical practices (4/98, Annex C, section A)
(2) distinguish between stages of pupil progression from immature to mature writing processes (4/98, Annex C, section A)
(3) judge the value of a range of pedagogical practices designed to promote pupils' writing attainments (4/98, Annex C, section A)
(4) use a variety of effective strategies, techniques and resources to plan and teach literacy skills and processes (4/98, Annex C, section B)
(5) use a range of methods, modes and materials to monitor, assess, record and pupils' writing attainments (4/98, Annex C, section B).

Content:

In relation to either KS0 and KS1 or KS2, the module will address Sections A and B of Circular 4/98, Annex C.

(1) Models of writing processes, progression pathways and pedagogical practices.
(2) Target setting, monitoring, assessments recording and reporting, in relation to writing attainments.
(3) The efficacy of recent local and national programmes designed to improve children's writing attainment, will be researched and evaluated.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	18	2
Tutorial	0.25 x 40	2
Audit	2	2
Total hours:	20	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1x1 hour	33%	End of Semester 1

2. MATHEMATICS

Objectives:

On successful completion of the module, students will be able to demonstrate:

(1) knowledge and understanding of the mathematics content covered in the module (4/98 Annex D Section A.1.,2.,3.; Section C.)
(2) knowledge of the National Curriculum at Key Stages 1 and 2 for the mathematics covered in the module relating to the Programmes of Study for "Using and Applying Mathematics" and "Number". (4/98 Annex D Sections A.4.; B.6.,8.)
(3) the ability to diagnose pupils' common errors and misconceptions (Annex D Section B.7.).

Content :

(1) Consideration of algebra in relation to number pattern and sequence, functions and graphs.
(2) Developing and monitoring mental methods of calculation and further work on number.
(3) Assessment and rectification of pupils' most common errors and misconceptions.

(4) Target setting and the nature and content of end of Key Stage assessment
(5) Planning to teach mathematics and the role of published schemes

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorial	0.25 x 40	2
Audit	2	2
Total hours:	20	

Assessment:

Relates to course objectives referenced to circular 4/98 Annex D and Annex A Standard Cluster Heading (SCH SK2.)

Form	Magnitude	Weighting	Timing
Seen paper	1x1 hour	33%	end of Semester 1

SCIENCE

Objectives:

On successful completion of the modules, students will be able to:

(1) demonstrate personal knowledge and understanding of the science content covered in the module; (4/98 Annex E section C)
(2) construct 'knowledge trees' for science as a planning tool; (4/98 Annex E section C & B)
(3) demonstrate knowledge of the National Curriculum at KS 1 & 2 for the science covered in the module; (4/98 Annex E section B)
(4) plan strategies and techniques for eliciting children's grasp of science concepts and plan to use this as a starting point for planning progressions of activities for children; (4/98 Annex E section A & B)
(5) demonstrate knowledge and understanding of pedagogy which helps secure pupils progress in science (4/98 Annex E section A).

Content:

(1) The nature of science and science concept construction and development in children. Concept mapping as tool for assessing children's starting points is related to constructivist research on science ideas held and developed by children. This is used as tool for informing short and medium term planning for teaching.
The following science content areas will be taught:
(2) Living things in the environment : life cycles, adaptation, feeding relationships; food chains and food webs, competition and balance in populations using a pond ecosystem as a resource. By comparing land animals and plants with those living in water issues of adaptation, competition, respiration, nutrition and growth will be considered. Activities for teaching relevant KS2 programmes of study will be analysed and worked through. Planning safe fieldwork with children will be addressed.
(3) Green plants will be revisited and the science underpinning nutrition and growth, reproduction and inheritance together with life processes and cell activity.
(4) Materials will be revisited and the structure of materials and particle theory used to explain how their properties are related to their structure.
Workshops of children's activities related to teaching materials including Earth science and water will be conducted.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorial	0.25 x 40	2
Audit	2	2
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing

seen paper	1x1 hour	33%	End of Semester 1

PED 4011 **ICT 3**

Credit value: 10
Pre-requisite: available to Primary Education Early years students only
Semester offered: 1

Objectives

On successful completion of the module students will be able to

(1) decide when the use of ICT is beneficial to achieve teaching objectives in the subject and phase, and when the use of ICT would be less effective or inappropriate. (4 / 98, Annex B, Section A)
(2) recognise the specific contribution that ICT can make to teaching pupils with special educational needs in mainstream classrooms based upon the need to access the curriculum in a manner appropriate to the pupils' needs and provide subject specific support. (4 / 98, Annex.B, Section A / 5)
(3) understand the importance of introducing pupils in nursery and reception classes to the use of ICT and to recognise the contribution that ICT can make to this age group. (4 / 98, Annex. B, Section A / 9)
(4) demonstrate in relation to the subject and age(s) of pupils to be taught that they know how to use ICT to find things out, the capacity and range of ICT, and the interactivity of ICT. (4 / 98, Annex. B, Section B / 13)
(5) demonstrate in relation to the subject and age(s) of pupils to be taught that they know how to use ICT to communicate and exchange ideas. (4 / 98, Annex. B, Section B/13)
(6) demonstrate that they know how ICT supports the speed and automatic functions, its provisionality and its interactivity. (4 / 98, Annex.B, Section B / 14)
(7) demonstrate that they are aware of the potential of ICT to enable them to prepare and present their teaching more effectively. (4 / 98, Annex. B, Section B / 15)
(8) demonstrate that they know how teaching programs and courseware can be matched to the pupils' competence and where teaching activities are combined with assessment tasks and tests. (4 / 98, Annex B, Section B / 17)
(9) demonstrate that they know how to use ICT to improve their own professional efficiency and to reduce administrative and bureaucratic burdens.(4 / 98, Annex B, Section B / 19).

Content :

(1) Further development of the use of Word Processing and DTP in support of teaching and learning
(2) The use of sensors linked to computers to record change over time.
(3) Learning how to write a web page for the Internet which would enable structured learning.
(4) Using IT to support assessment of the pupils' learning relevant to the subject, age(s) and IT, and to aid administrative tasks linked to this process.
(5) Using ICT to support teaching and learning in Nursery and Reception classes.
(6) The use of databases to collect, store and retrieve information and support teaching and learning.
(7) The use of spreadsheets in order to know and understand how 'modelling' software can support effective teaching and learning.
(8) Learning how to use and teach Multimedia aspects of ICT.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	20	8
Total hours:	20	

Assessment:

To test that the students have met the objectives identified in Standard statements 13 , 14 , 15 , 17 and 19.

Form	**Magnitude**	**Weighting**	**Timing**
course work portfolio	1x 2500 words	100%	at points during Semester

PED 4022 **NATIONAL CURRICULUM CORE 5: ENGLISH, MATHEMATICS AND SCIENCE**

Credit value: 20
Pre-requisite: available to Primary Education Junior years student only
Semester offered: 1

Candidates **MUST** study the following three components:

1. ENGLISH

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate understanding of writing processes, pupil progression and pedagogical practices (4/98, Annex C, section A)
(2) distinguish between stages of pupil progression from immature to mature writing processes (4/98, Annex C, section A)
(3) judge the value of a range of pedagogical practices designed to promote pupils' writing attainments (4/98, Annex C, section A)
(4) use a variety of effective strategies, techniques and resources to plan and teach literacy skills and processes (4/98, Annex C, section B)
(5) use a range of methods, modes and materials to monitor, assess, record and pupils' writing attainments (4/98, Annex C, section B).

Content:

In relation to either KS0 and KS1 or KS2, the module will address Sections A and B of Circular 4/98, Annex C.

(1) Models of writing processes, progression pathways and pedagogical practices.
(2) Target setting, monitoring, assessments recording and reporting, in relation to writing attainments.
(3) The efficacy of recent local and national programmes designed to improve children's writing attainment, will be researched and evaluated.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	18	2
Tutorial	0.25 x 40	2
Audit	2	2
Total hours:	20	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1x1 hour	33%	End of Semester 1

2. MATHEMATICS

Objectives:

On successful completion of the module, students will be able to demonstrate:

(1) knowledge and understanding of the mathematics content covered in the module (4/98 Annex D Section A.1.,2.,3.; Section C.)
(2) knowledge of the National Curriculum at Key Stages 1 and 2 for the mathematics covered in the module relating to the Programmes of Study for "Using and Applying Mathematics" and "Number". (4/98 Annex D Sections A.4.; B.6.,8.)
(3) the ability to diagnose pupils' common errors and misconceptions (Annex D Section B.7.).

Content :

(1) Consideration of algebra in relation to number pattern and sequence, functions and graphs.
(2) Developing and monitoring mental methods of calculation and further work on number.
(3) Assessment and rectification of pupils' most common errors and misconceptions.

(4) Target setting and the nature and content of end of Key Stage assessment
(5) Planning to teach mathematics and the role of published schemes

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorial	0.25 x 40	2
Audit	2	2
Total hours:	20	

Assessment:

Relates to course objectives referenced to circular 4/98 Annex D and Annex A Standard Cluster Heading (SCH SK2.)

Form	Magnitude	Weighting	Timing
Seen paper	1x1 hour	33%	end of Semester 1

SCIENCE

Objectives:

On successful completion of the modules, students will be able to:

(1) demonstrate personal knowledge and understanding of the science content covered in the module; (4/98 Annex E section C)
(2) construct 'knowledge trees' for science as a planning tool; (4/98 Annex E section C & B)
(3) demonstrate knowledge of the National Curriculum at KS 1 & 2 for the science covered in the module; (4/98 Annex E section B)
(4) plan strategies and techniques for eliciting children's grasp of science concepts and plan to use this as a starting point for planning progressions of activities for children; (4/98 Annex E section A & B)
(5) demonstrate knowledge and understanding of pedagogy which helps secure pupils progress in science (4/98 Annex E section A).

Content:

(1) The nature of science and science concept construction and development in children. Concept mapping as tool for assessing children's starting points is related to constructivist research on science ideas held and developed by children. This is used as tool for informing short and medium term planning for teaching.
The following science content areas will be taught:
(2) Living things in the environment : life cycles, adaptation, feeding relationships; food chains and food webs, competition and balance in populations using a pond ecosystem as a resource. By comparing land animals and plants with those living in water issues of adaptation, competition, respiration, nutrition and growth will be considered. Activities for teaching relevant KS2 programmes of study will be analysed and worked through. Planning safe fieldwork with children will be addressed.
(3) Green plants will be revisited and the science underpinning nutrition and growth, reproduction and inheritance together with life processes and cell activity.
(4) Materials will be revisited and the structure of materials and particle theory used to explain how their properties are related to their structure.
Workshops of children's activities related to teaching materials including Earth science and water will be conducted.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	18	2
Tutorial	0.25 x 40	2
Audit	2	2
Total hours:	20	

Assessment:

Form	Magnitude	Weighting	Timing

seen paper	1x1 hour	33%	End of Semester 1

PED 4031 **PROFESSIONAL STUDIES OPTION 1: CATHOLIC EDUCATION**

Credit value: 10
Semester(s) offered: 1 or 2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of the mission, historical background, governance and ethos of Catholic Primary Schools and of the vision of education that underpins them
(2) demonstrate an understanding of the ethos of a Catholic school and identify a range of opportunities for a teacher to support its Mission Statement
(3) demonstrate the ability to make professional decisions regarding the pastoral and educational need of pupils with reference to the aims and purposes of Catholic education
(4) demonstrate understanding of the principles for planning and delivering a curriculum for global citizenship
(5) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development.

Content:

The context of Catholic schools - philosophy of Christian and Catholic Education - Religious Education and the whole curriculum - responsibilities of governing bodies.

Policy and Organisation in a Catholic School - The Curriculum Directory for Religious Education - implementing school policies - evaluation of professional practices against school ethos

Classroom Teaching in a Catholic primary school - understanding the whole curriculum and the distinctive contribution of all subjects - planning, monitoring and assessing in accordance with the school mission statement.

Contribution to a Catholic school community - acting as an appropriate role model and maintaining school codes - relationships with staff and parents .

Assessment:

Form	Magnitude	Weighting	Timing
Seen paper	1 x 2 hour	100%	End of Semester

PED 4041 **PROFESSIONAL STUDIES OPTION 2: EDUCATION IN A MUTICULTURAL SOCIETY**
Credit Value: 10
Semester offered: 1 or 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate understanding of multicultural and anti-racist approaches to education for cultural diversity
(2) judge the value of a range of major reports related to cultural diversity
(3) demonstrate understanding of an anti-racist approach to curriculum planning and delivery in the primary school
(4) demonstrate understanding of the principles for planning and delivering a curriculum for global citizenship
(5) analyse the interrelationship between children's self-concept and ethnic identity with attainment
(6) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development.

Content:

(1) Multicultural and anti-racist approaches to education for cultural diversity.
(2) Analysis and evaluation of major reports (Rampton, Swann, Scarman and Lawrence) related to cultural diversity.
(3) Research and evaluation of the principles and values of an anti-racist approach to curriculum content and delivery in the primary school.
(4) Research and evaluation of the principles and values for planning and implementing a curriculum for global citizenship.
(5) Analysis and evaluation of the development of children's self-concept and ethnic identity with reference to attainment.

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Seen paper	1 x 2 hour	100%	End of Sem

PED 4073 **TEACHING IN THE PRIMARY SCHOOL 4**

Credit value: 30
Pre-requisites: Pass on Teaching in the Primary School 3
Semester offered: 2

Objectives:

On successful completion of the module, students will be able to :

(1) show a knowledge of the subject content in English, mathematics, science and ICT which enables teaching and learning
(2) show a working personal knowledge of ICT and of methods of teaching and assessment and appropriate application in English, mathematics and science
(3) demonstrate knowledge of the non-core subject content of History and RE which enables teaching and learning and use that knowledge and understanding to plan lessons, teach and assess pupils
(4) plan their teaching to achieve progression in pupils' learning
(5) provide clear structures for lessons, and for sequences of lessons in the short, medium and longer term which maintain pace, motivation and challenge for pupils
(6) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
(7) plan opportunities to contribute to pupils' personal, spiritual, moral, social, and cultural development
(8) ensure effective interactive teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of the available teaching time
(9) ensure that, through task setting and monitoring, pupils acquire and consolidate knowledge skills and understanding in the subject
(10) demonstrate teaching methods which sustain the momentum of pupils' work and keep all pupils engaged
(11) demonstrate opportunities to contribute to pupils' basic skills and wider educational development
(12) evaluate their own teaching critically and use this to improve their effectiveness
(13) maintain classroom discipline when teaching
(14) can collect evidence of pupil performance and use the data appropriately
(15) demonstrate the personal and professional behaviour of a teacher.

Content:

(1) Planning and delivering lessons in English, mathematics and science using ICT as appropriate.
(2) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning.
(3) planning for next step teaching and improving effectiveness of teaching.
(4) lesson evaluation in relation to pupil attainment and learning outcomes.
(5) school rules, routines and strategies and techniques for creating a purposeful working atmosphere and whole school policies.
(6) establishing effective working relationships and setting a good example to the pupils they teach.

Assessment:

Pass / Fail in relation to 4/98 Standards SK2, SK4, SK5 P1, P2, P3, P4, T1, T2, T3, T4, T5, CM1, MR4, PC1

PED 4080 **TEACHING IN THE PRIMARY SCHOOL 5**

Credit value: 0
Pre-requisites: Teaching in the Primary School 4
Semester offered: 2

The Pre-Induction school-based module is intended to serve as a bridge between ITT and Induction requirements of a NQT.

Objectives:

On successful completion of the module, students will be able to :

(1) demonstrate competence of 4/98 standards at a level expected of a NQT
(2) begin the process of transition from training in College to continuing professional development in school.

Content:

(1) Teaching the Key Stage 1 or 2 curriculum;
(2) resourcing the curriculum;
(3) governing bodies, school policies and school development plans;
(4) agencies of support and referral.

Assessment:

Pass / Fail satisfactory professional conduct including minimum of 80% attendance in the workplace required.

PED 4103 **Education Dissertation**

Credit value: 30
Pre-requisite: Recommendation of Panel of Examiners
Semester offered: 1& 2

Objectives:

On successful completion of the module students will be able to

(1) demonstrate that they are able to evaluate critically an education topic from an educational perspective
(2) demonstrate appropriate presentational and writing skills

Content :

(1) Preparation for beginning a dissertation
(2) Application of skills and subject scholarship
(3) The subject of the dissertation will be in the field of education with the focus determined by consultation between student and supervisor

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Preparing for dissertation	6	Individual trainees
Tutorial support	6	Individual trainees
Total hours:	12	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Dissertation	1x 6000 words	100%	End of Semester 2

The module is assessed on a Pass/Fail and does NOT contribute to degree classification.

Information relating to PED 4103 should not be included in the Modular Course Handbook or associated literature. Trainees register to undertake a programme of study that leads to an honours degree with recommendation of QTS.

PED 4103 is only undertaken by trainees in exceptional circumstances and on the recommendation of the Panel of Examiners. Trainees undertaking PED 4103 are not eligible for recommendation of QTS since they will not have met the QTS standards as specified in Qualifying to Teach.

PED 4103 is a replacement module for those not able to undertake PED 4073 (School Based Training 4) and therefore has to be of 30 credits weighting and assessed on a Pass/Fail basis.

PED 4121 **ICT 3**

Credit value: 10
Pre-requisite: available to Primary Education Junior Years students only
Semester offered: 1

Objectives

On successful completion of the module students will be able to

(1) decide when the use of ICT is beneficial to achieve teaching objectives in the subject and phase, and when the use of ICT would be less effective or inappropriate. (4 / 98, Annex B, Section A)
(2) recognise the specific contribution that ICT can make to teaching pupils with special educational needs in mainstream classrooms based upon the need to access the curriculum in a manner appropriate to the pupils' needs and provide subject specific support. (4 / 98, Annex.B, Section A / 5)
(3) understand the importance of introducing pupils in nursery and reception classes to the use of ICT and to recognise the contribution that ICT can make to this age group. (4 / 98, Annex. B, Section A / 9)
(4) demonstrate in relation to the subject and age(s) of pupils to be taught that they know how to use ICT to find things out, the capacity and range of ICT, and the interactivity of ICT. (4 / 98, Annex. B, Section B / 13)
(5) demonstrate in relation to the subject and age(s) of pupils to be taught that they know how to use ICT to communicate and exchange ideas. (4 / 98, Annex. B, Section B/13)
(6) demonstrate that they know how ICT supports the speed and automatic functions, its provisionality and its interactivity. (4 / 98, Annex.B, Section B / 14)
(7) demonstrate that they are aware of the potential of ICT to enable them to prepare and present their teaching more effectively. (4 / 98, Annex. B, Section B / 15)
(8) demonstrate that they know how teaching programs and courseware can be matched to the pupils' competence and where teaching activities are combined with assessment tasks and tests. (4 / 98, Annex B, Section B / 17)
(9) demonstrate that they know how to use ICT to improve their own professional efficiency and to reduce administrative and bureaucratic burdens.(4 / 98, Annex B, Section B / 19).

Content :

(1) Further development of the use of Word Processing and DTP in support of teaching and learning
(2) The use of sensors linked to computers to record change over time.
(3) Learning how to write a web page for the Internet which would enable structured learning.
(4) Using IT to support assessment of the pupils' learning relevant to the subject, age(s) and IT, and to aid administrative tasks linked to this process.
(5) Using ICT to support teaching and learning in Nursery and Reception classes.
(6) The use of databases to collect, store and retrieve information and support teaching and learning.
(7) The use of spreadsheets in order to know and understand how 'modelling' software can support effective teaching and learning.
(8) Learning how to use and teach Multimedia aspects of ICT.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	20	8
Total hours:	20	

Assessment:

To test that the students have met the objectives identified in Standard statements 13 , 14 , 15 , 17 and 19.

Form	**Magnitude**	**Weighting**	**Timing**
course work portfolio	1x 2500 words	100%	at points during Semester

PED 4131 **PROFESSIONAL STUDIES 4: ASSESSMENT 2**

Credit value: 10
Pre-requisite: available to Primary Education Early years students only
Semester offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a working knowledge of the assessment regulations and requirements for National Curriculum KS1 and KS2
(2) collect evidence of pupil performance and use the data appropriately [MR4]

Content:

The data on pupils performance will be collected by students during the ten days of serial visits they make to their schools in Semester 1.

Students will be set a number of assessment tasks by staff teaching English, mathematics and science courses which will contribute to the assessment of TAS SCH MR4. Tasks set will include:

(1) Mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
(2) Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
(a) check that pupils understand and complete the work set;
(b) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
(c) inform planning;
(d) check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
(3) Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Independent study	40	
Tutorial	1	160
Total hours:	1	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 2500 words	100%	End of Semester 1

PED 4142 **PROFESSIONAL STUDIES 5: PROFESSIONAL KNOWLEDGE AND PRACTICE**

Credit value: 20
Pre-requisite: available to Primary Education Early years students only
Semester offered: 2

Objectives:

On successful completion of the module, students will be able:

(1) to demonstrate knowledge and understanding of statutory assessment and reporting requirements, and of the standards expected of pupils of different ages in relation level descriptions or end-of-key-stage descriptions
(2) to demonstrate knowledge and understanding of how to use school, local and national assessment data to evaluate practice and to set targets for individual and for groups of pupils
(3) to use different sorts of assessment data for diagnostic, formative, summative and evaluative purposes
(4) to evaluate assessment data with reference to recent and relevant research into the reliability, validity and generalizability of such data
(5) to evaluate the uses made of assessment data in the context of research into its fitness for purpose, manageability and impact upon the quality of teaching and learning in primary schools.

Content

(1) Legislation relating to the conduct and administration of baseline assessments, NC tests and tasks; teacher assessment at end of each key stage; reports to parents; target-setting and School Development Plans.
(2) The purposes of assessment and monitoring: diagnosis of pupils' errors and misconceptions; formation of teaching and learning; production of summative reports; evaluation of school policies and classroom practices.
(3) Target-setting for individual and for groups of pupils with reference to: national benchmarks; comparative data; the use of raw, gain and value-added measures of pupil attainment and progress.
(4) Quality assurance in monitoring and assessment with reference to: the fitness for purpose of methods and records; the quality of assessment data (reliability and dependability, validity and generalizability); and the integrity of the judgements based upon such data).

Assessment:

The directed tasks and examination will provide evidence of attainment of TAS Standard Cluster Headings MR1, MR2 and MR3

Form	Magnitude	Weighting	Timing
Seen paper	1 x 3 hours	100%	End of Sem 2

PED 4152 **PROFESSIONAL STUDIES 6: CURRICULUM EVALUATION AND DEVELOPMENT**

Credit value: 20
Pre-requisite: available to Primary Education Early years students only
Semester offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach [PK1 iv]
(2) understand the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and foundation subjects and RE [SK1 i]

Content:

(1) Research findings and Government initiatives [OFSTED, DfEE] into effective teaching.
(2) Research findings and Government initiatives [OFSTED, DfEE] into school effectiveness and school improvement.
The importance of teachers' professional and subject knowledge base: further professional development within and outside the school

Assessment:

Form	Magnitude	Weighting	Timing
Seen paper	1 x 3hr	100%	End of Sem 2

PED 4161 **PROFESSIONAL STUDIES 4: ASSESSMENT 2**

Credit value: 10
Pre-requisite: available to Primary Education Junior years students only
Semester offered: 1

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a working knowledge of the assessment regulations and requirements for National Curriculum KS1 and KS2
(2) collect evidence of pupil performance and use the data appropriately [MR4]

Content:

The data on pupils performance will be collected by students during the ten days of serial visits they make to their schools in Semester 1.

Students will be set a number of assessment tasks by staff teaching English, mathematics and science courses which will contribute to the assessment of TAS SCH MR4. Tasks set will include:

(1) Mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
(2) Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
(a) check that pupils understand and complete the work set;
(b) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
(c) inform planning;
(d) check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
(3) Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 2500 words	100%	End of Semester 1

PED 4172 **PROFESSIONAL STUDIES 5: PROFESSIONAL KNOWLESGE AND PRACTICE**

Credit value: 20
Pre-requisite: available to Primary Education Junior years students only
Semester offered: 2

Objectives:

On successful completion of the module, students will be able:

(1) to demonstrate knowledge and understanding of statutory assessment and reporting requirements, and of the standards expected of pupils of different ages in relation level descriptions or end-of-key-stage descriptions
(2) to demonstrate knowledge and understanding of how to use school, local and national assessment data to evaluate practice and to set targets for individual and for groups of pupils
(3) to use different sorts of assessment data for diagnostic, formative, summative and evaluative purposes
(4) to evaluate assessment data with reference to recent and relevant research into the reliability, validity and generalizability of such data
(5) to evaluate the uses made of assessment data in the context of research into its fitness for purpose, manageability and impact upon the quality of teaching and learning in primary schools.

Content

(1) Legislation relating to the conduct and administration of baseline assessments, NC tests and tasks; teacher assessment at end of each key stage; reports to parents; target-setting and School Development Plans.
(2) The purposes of assessment and monitoring: diagnosis of pupils' errors and misconceptions; formation of teaching and learning; production of summative reports; evaluation of school policies and classroom practices.
(3) Target-setting for individual and for groups of pupils with reference to: national benchmarks; comparative data; the use of raw, gain and value-added measures of pupil attainment and progress.
(4) Quality assurance in monitoring and assessment with reference to: the fitness for purpose of methods and records; the quality of assessment data (reliability and dependability, validity and generalizability); and the integrity of the judgements based upon such data).

Assessment:

The directed tasks and examination will provide evidence of attainment of TAS Standard Cluster Headings MR1, MR2 and MR3

Form	Magnitude	Weighting	Timing
Seen paper	1 x 3 hours	100%	End of Sem 2

PED 4182 **PROFESSIONAL STUDIES 6: CURRICULUM EVALUATION AND DEVELOPMENT**

Credit value: 20
Pre-requisite: available to Primary Education Junior years students only
Semester offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach [PK1 iv]
(2) understand the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and foundation subjects and RE [SK1 i]

Content:

Research findings and Government initiatives [OFSTED, DfEE] into effective teaching.
Research findings and Government initiatives [OFSTED, DfEE] into school effectiveness and school improvement.
The importance of teachers' professional and subject knowledge base: further professional development within and outside the school

Assessment:

Form	Magnitude	Weighting	Timing
Seen paper	1 x 3hr	100%	End of Sem 2

PEH 1402 **ATHLETICS, SWIMMING & OAA**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the aims and content of Key Stage 1 & 2 Athletics, Swimming and OAA. (Q14,15)
(2) construct lessons using clear structure with clear teaching objectives, tasks and teaching points (Q22)
(3) plan lessons which form part of a unit of work (Q22)
(4) write a statement of progression / targets for the Unit of Work (Q22)
(5) understand health and safety issues in Athletics, Swimming and OAA (Q30)
(6) understand how to use the principles of differentiation and progression in teaching Athletics, Swimming and OAA. (Q10,19,20,21)
(7) teach pupils, observe pupils' performance, intervene in their learning, give them feedback (Q,10,25,27,28)
(8) monitor and record pupils performance (Q11,12,13,26,29)

Content:

Athletics, Swimming and OAA

(1) Develop an understanding of the aims and content of Athletics, Swimming and OAA taught in the primary school and have knowledge of the requirements at Key Stage 3 for these areas.
(2) To understand the key principles in teaching Athletics, Swimming and OAA
(3) Have a clear understanding of Health and Safety procedures with regard Athletics, Swimming and OAA
(4) Have a clear understanding of procedure in the event of an accident.
(5) Have the opportunity to participate in practical activities which illustrate the principles and ethos of teaching Athletics, Swimming and OAA in the primary school.
(6) Have an understanding of how practical tasks can be progressed and regressed within Athletics, Swimming and OAA.
(7) To understand the need for clear and appropriate teaching points ensuring that pupils are ware of the substance and purpose of what they are asked to do
(8) To understand the needs for clear and appropriate learning outcomes in Athletics, Swimming and OAA.
(9) To understand how to plan for Athletics, Swimming and OAA., at different stages.
(10) To understand the importance of positive verbal feedback whilst addressing areas for development.
(11) To understand how beneficial Athletics, Swimming and OAA can be for children and also for adults.
(12) Have knowledge of resources available to help primary school teachers to teach good quality Athletics, Swimming and OAA
(13) Understand how Athletics, Swimming and OAA relate to other areas of the Physical Education curriculum.

Learning and Teaching

The module will be delivered through practical workshops. Theory will be covered through practical implementation.

Method	**Student Contact Hours**	**Number of Groups**
Practical	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Lesson plans & Essay	1 x 2500 words	40%	sem 1
Essay	1 x 2500 words	60%	sem 2

PEH 1502 THEMES AND ISSUES IN PHYSICAL EDUCATION

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an awareness of current and potential sport development opportunities in the school and community for young people
(2) Demonstrate knowledge and understanding of the impact of Physical Education provision on the health and well-being of children
(3) Demonstrate knowledge and understanding of the requirements of Special Educational Needs Pupils within Physical Education.
(4) Demonstrate an awareness of Cross-Curricular Themes within Physical Education
(5) Identify a range of approaches to assessment within Physical education
(6) Know how to make effective personalised learning for those they teach
(7) Demonstrate knowledge and understanding of Physical Education and related pedagogy to enable effective teaching to take place

Content:

The module will be covered through a thematic approach which gives an overview of key issues within Physical Education.

Sport Development

- The PESSCL Strategy and its implications.
- Knowledge of and understanding of implementation strategies in order to achieve 2 hours of High Quality Physical Education
- Knowledge of the key partners working Nationally and within the local community
- The School Sports Co-ordinator Partnerships
- Knowledge and understanding of event organization and planning
- The implications and potential use of coaches and adults other than teachers to supplement the physical education curriculum. The Step into Sport Scheme.

Special Educational Needs and Special Populations within P.E.

- The nature of disability; appropriate approaches to disability within Physical Education; the needs of Special Educational Needs pupils in Physical Education
- Knowledge of adapted and differentiated physical activities and P.E. provision for children with special needs

Healthy Children / Healthy Schools

- demonstrate knowledge of the social and cultural factors affecting young people's participation in sport and leisure activities

- an critical appraisal of a selection of initiatives from relevant government and non-government agencies concerned with sport and leisure provision for young people in Britain
- The health needs of young people and the influence of a range of agents and agencies on health behaviour
- National Curriculum Guidance and government-led health promotion initiatives
- Patterns of participation and strategies to increase participation e.g. active playgrounds.
- The role of the school and physical education in developing positive attitudes towards sport and physical activity in young children
- Motivation and preventing drop out from physical activity
- Evaluation of curriculum resource packs
- Socio-cultural factors affecting children's participation in physical activity

Diversity, Cross-curricular themes and Issues in PE

- The role of Physical Education in the development of the whole child: social, moral, cultural education
- Cross-curricular themes within other core and foundation subjects

- Personalised learning through using a variety of styles and methods
- Health and Safety procedures with regard Physical Education
- PE, Fitness and Health
- Monitoring, Assessment, Recording, Reporting and Accountability within Physical Education.
- Breadth, Balance, Progression and Continuity

Learning and Teaching:

The module will be delivered through practical workshops accompanied by related theory.

Method	Student Contact Hours	Number of Groups
Practical & Theory Workshops	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	sem 1
Case study report	1 x 2500 words	50%	sem 2

PEH 3342 **CURRICULUM LEADERSHIP AND RESEARCH IN PHYSICAL EDUCATION**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives

On successful completion of the module students will be able to:

(1) demonstrate understanding of the aims, content and purpose of physical education in the whole curriculum;
(2) demonstrate and understanding of the role of the curriculum leader, including teaching, organisational and safety issues;
(3) demonstrate understanding of whole school planning, progression and continuity in Physical Education;
(4) demonstrate and understanding of the role of the curriculum leader in providing systems for whole school monitoring, assessment, recording, and reporting of children's performance in PE;
(5) demonstrate the ability to solve problems faced by curriculum leaders;
(6) work independently and conduct a research project on a particular aspect of primary physical education;
(7) analyse and interprets the results of their research findings and present these in a formal report.

Content:

The place of PE in the primary school and the role and responsibilities of the curriculum leader;
Effective teaching, planning and assessment in Primary PE;
The application of problem solving to changes faced by PE curriculum leaders;
Planning an individual research project involving date collection using techniques such as case studies, questionnaires, surveys, interviews, ethnographic methods or an appropriate combination of triangulated methodologies.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	25	1
Tutorials	2	20
Total hours:	27	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Written paper 2 seen Questions only	1 x 2 hours	50%	end of sem 1
Research Project	1 x 2500 words	50%	end of sem 2

PEH 3352 **SPORT, EXERCISE AND HEALTH FOR SPECIAL POPULATIONS/YOUNG PEOPLE AND HEALTH**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives

On successful completion of the module students will be able to:

(1) demonstrate knowledge of the nature of disability; disability etiquette; the needs of special groups in society;
(2) identify provision, access and delivery of sport, exercise and dance for those with special needs;
(3) demonstrate knowledge of adapted physical activities and educations provision for children with special needs;
(4) conduct a case study on an aspect of sport, exercise and health with special populations and design a health project for young people;
(5) discuss the health needs of young people and the influence of a range of agents and agencies on health behaviour;
(6) critically evaluate National Curriculum Guidance in PSHE and government-led health promotion initiatives, eg the Healthy School;
(7) evaluate a range of relevant health topics such as substance use and misuse, sex education, family life education, safety, health-related exercise, food and nutrition.

Content:

Issues of equality;
The nature of disabilities and their impact on health, exercise and sport involvement;
Issues of provision and access and the role of sport development officers for the disabled;
Adapted physical activities, education provision for children with special needs;
Health needs of young 5-18, National Curriculum guidance, Government strategy 'Our Healthier Nation', the Health Promoting School, health education approaches, evaluation of health education resources, the role of parents, peers, siblings, media and health promotion agencies, health topics such as substance use and misuse, sex education, family life education, safety, health-related exercise, food and nutrition, personal hygiene, environmental aspects and psychological aspects of health education.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	36	1
Practicals	3	1
Tutorials	1	20
Total hours:	40	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Case study	1 x 2500 words	50%	end of sem 1
Project	1 x 2500 words	50%	end of sem 2

PSY 1012: **RESEARCH DESIGN: QUALITATIVE AND QUANTITATIVE METHODS 1**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Use a range of investigative methods;
(2) Demonstrate skills of data presentation, statistical analysis, content analysis, thematic analysis and report writing;
(3) Appraise a range of investigative methods and the application, computation and interpretation of a range of parametric and non-parametric statistical tests;
(4) Demonstrate the relevant application, computation and interpretation of a range of parametric and non-parametric statistical tests;
(5) Discuss ethical considerations and follow ethical guidelines in psychological research.

Content:

This foundational module provides students with the requisite skills for investigative work throughout their degree. There is an emphasis upon both quantitative and qualitative methodologies which are introduced in co-ordination with tools for analysis (including SPSS).
Principles of experimental and non-experimental design (e.g. hypothesis formulation, control, validity, bias and sampling), data collection: ethical considerations in human research.
Basic statistical techniques: measures of central tendency, dispersion and frequency distributions. Probability theory. Significance testing, parametric and non-parametric measures of associations, correlation and difference. Simple analysis of variance is also introduced
Presentation of data and report writing

Qualitative research methods are introduced (theoretical background and types of qualitative data collection methods). Focus Groups. Content and Thematic analysis

Learning and Teaching:

This module will be taught using a weekly one-hour lecture, supported by three-hour practical sessions. Lecture content will be predominantly theoretical and will introduce the key concepts. Practical sessions will focus upon investigative work, tutorial style discussions, PBL exercises and the use of SPSS.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Practicals	60	5 (depends on size of core module)
Total hours:	80	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Workbook	To include: (i) reports x 2, (ii) summaries of practical sessions, PBL exercises; independent learning exercises, and (iii) individual project log	70%	end of sem 1 (50%) & during sem 2 (50%)
Unseen Exam	1 x 1 hour	30%	end of sem 2

Students must pass both forms of assessment to progress to Level 2
Students are not permitted to take a half module for the award of 10 credits

PSY1072 **PROFESSIONAL DEVELOPMENT AND PLACEMENT IN PSYCHOLOGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the full range of psychology communication and employability skills including writing a presentable CV and effective letter of application.
(2) Demonstrate knowledge of job/career entry analysis for a named job/career in psychology.
(3) Demonstrate reflective evaluation of their strengths and weaknesses across a range of key employability skills
(4) Apply employability skills in the workplace and perform to a satisfactory standard

Content:

A professional development programme comprising:

1. Introduction to Professional Development Planning and Placements module including
   - Job/career entry analysis
   - Developing psychology communication and employability skills
   - CV drafting and presentation
   - Interviewing skills
   - Briefings by EPO and careers service
2. Meeting with Placement tutor
   Placement with suitable organisation(s) normally six weeks in total
   Reflection and evaluation on the placement

Learning and Teaching:

1. Lectures: instruction on full range of psychology communication and employability skills including discussions and practical exercises relating to the requirements of the preparatory portfolio.
2. Individual tutorials with Placement tutor/Progress tutor before the placement starts.

Method	Student Contact Hours	Number of Groups
Sem 1	10	1
Sem 2	10	1
Tutorial	0.5	-
Total hours:	**20.5 hrs**	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 1000 words	40%	sem 1
Placement		Pass/Fail	
Report	1 x 2000 words	60%	sem 2

A pass is required in each element.

PSY 1202 **INTRODUCTION TO FORENSIC PSYCHOLOGY**

Credit value: 20
Pre-requisites: None

Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the definition, measurement and frequency of crime;
(2) Demonstrate knowledge of explanations for crime from a number of different perspectives;
(3) Demonstrate an understanding of the scope of forensic psychology;
(4) Demonstrate knowledge of a range of research paradigms, research methods and measurement technique within Forensic Psychology.

Content:

The nature, range and volume of crime. Methods of measuring the volume of crime. Who commits crime. Introduction to criminology. Sociological, biological, environmental & developmental theories of crime. Psychological theories of crime, including psychodynamic, behavioural, personality, moral and cognitive theories. Introduction to victimology. Introduction to the scope of forensic psychology. The role of the Forensic Psychologist.

Learning and Teaching:

This module will make use of both lectures and small group seminars.

Method	Student Contact Hours	Number of Groups
Lectures	25	1
Seminars	15	3
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Coursework folder of Short exercises	1 x 2000 words	50%	during sem 1&2
MCQ exam and short answer exam	1 x 2 hours	50%	end of sem 2

PSY 1252 **CONTROVERSIAL ISSUES IN PSYCHOLOGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of psychology as an evidential discipline.
(2) Engage actively with theoretical and methodological debates and controversies in psychology.
(3) Collaborate in the collection, collation and employment of appropriate evidence to build and present an effective argument.

Content:

This module provides students with opportunities to engage with a range of historical and contemporary controversies and debates in psychology. The emphasis is on the development of teamwork, the collection, evaluation and use of appropriate primary sources and on the development of oral presentation skills.

The module will introduce students to the value of evidence in psychology and to the methods of identifying and evaluating primary sources.

Indicative examples of the types of controversial issues to be considered are: Does current animal research in psychology make a valuable contribution?; Is there such a thing as a 'hypnotic state'?; Are psychological findings valid beyond the culture within which they are collected?; Does ESP exist?; Are media portrayals of the 'thin ideal' major influences on people's body image?.

Learning and Teaching:

This module will employ a range of debate-style peer-teaching activities. Students will work in groups to gather information and to construct an argument presenting both 'sides' of a controversy, but concluding with a stated position on the issue. Two alternative views will be presented by students to their peers. All students will be expected to engage with all of the topics in order to facilitate lively and informed discussion. Student will develop presentation and teamwork skills.

As the module progresses, students will be expected to develop their research and communication skills.

Students will be encouraged to participate in group discussion outside formal teaching time by using the Moodle VLE.

Method	**Student Contact Hours**	**Number of Groups**
Lectures and Workshops	20 x 2hr = 40	10-12 depending on cohort size
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	Sem 1
Group presentation	25 minutes	20%	Sem 2
Portfolio of workshop activities	1 x 1500 words	30%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of:
If taken in semester 1 = Essay 1 x 2000 words
If taken in semester 2 =Group Presentation and a portfolio of workshop activities.

PSY 1262 **INTRODUCTION TO COGNITIVE AND BIOLOGICAL PSYCHOLOGY**

Credit value: 20
Pre-requisites: This module is available only to students enrolled on courses accredited by the British Psychological Society as conferring the Graduate Basis for Registration.
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the defining characteristics and scope of biological psychology and cognitive psychology.
(2) Describe, compare and contrast major theoretical approaches and explanations in each of the identified areas of psychology.
(3) Demonstrate an understanding of the relative merits and shortcomings of the predominant methods of investigation employed within each area.
(4) Demonstrate knowledge of the link between research and theory across a range of psychological domains.

Content:

This module introduces students to the core aspects of two of the main fields of psychology. It provides a background and framework in the defining characteristics, methods and scope of the following areas:

Cognitive Psychology: e.g. key theories of attention and memory, problem solving

Biological Basis of Behaviour: e.g. structure of the nervous system, electro-chemical activity of the neuron, basics of genetic and evolutionary explanations of human behaviour.

Learning and Teaching:

The module delivery will be based upon a combination of lecture-based teaching and use of a VLE. A wide range of materials will be provided on the VLE to support students as developing independent learners. It is assumed that students will not have studied any psychology previously. The time allocated for guided self-managed learning activities will allow students to use a variety of library facilities such as book chapters, online resources, or journal articles.
The module will be delivered on the basis of two-hour lecture slots, incorporating activities and discussions, which will be integrated with the additional materials encountered by students in their self-managed activities as they embark on the journey towards becoming independent learners.

Method	Student Contact Hours	Number of Groups
Lectures	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Unseen paper (cognitive Psychology)	1 x 2 hours	50%	end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on 2-hour unseen examination.

This module is available only to students enrolled on courses accredited by the British Psychological Society as conferring the Graduate Basis for Registration.

PSY 1272: PSYCHOLOGY IN PRACTICE

Credit Value: 20
Semester(s) offerred: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a knowledge and understanding of different areas of applied psychology
(2) demonstrate an understanding of professional and ethical issues relevant to a variety of applied areas of psychology and professional practice;
(3) demonstrate an understanding of conceptual and historical issues in applied psychology.

Content:

The module is designed to provide an introduction to the application of psychology within different professional domains. Students are introduced to the origins and contribution of, for example, counselling and clinical psychology, occupational psychology, sports psychology, health psychology and forensic psychology. Topics such as ethics, professional issues and conduct are explored along with conceptual and historical issues including the use and potential abuse of psychology.

Please note that this module does not equip students with practioner skills within the areas above.

Learning and Teaching:

The module delivery will be based upon a combination of lecture and workshop-based teaching and use of a VLE. A wider range of materials will be provided on the VLE to support students as developing independent learners. The time allocated for guided self-managed learning activities will allow students to use a variety of library facilities such as book chapters, online resources, or journal articles.

The module will be delivered on the basis of two-hour lecture slots, incorporating activities eg case studies and discussions which will be integrated with the additional materials encountered by students in their self-managed activities as they embark on the journey towards becoming independent learners.

Module co-ordinators will be responsible for liaising with and briefing external contributors on delivery and assessment expectations.

Method	Student Contact Hours	Number of Groups
Lectures and workshops	40	1
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	sem 1
Unseen paper	1 x 2 hours	50%	sem 2

PSY 1282: **INDIVIDUAL DIFFERENCES, SOCIAL AND DEVELOPMENTAL PSYCHOLOGY**

Credit value: 20
Pre-requisites: This module is available only to students enrolled on courses accredited by the British Psychological Society as conferring the Graduate Basis for Registration.
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the defining characteristics and scope of individual differences, social and developmental psychology.
(2) Describe, compare and contrast major theoretical approaches and explanations in each of the identified areas of psychology.
(3) Demonstrate an understanding of the relative merits and shortcomings of the predominant methods of investigation employed within each area.
(4) Demonstrate knowledge of the link between research and theory across a range of psychological domains.

Content:

This module introduces students to the core aspects of three of the main fields of psychology. It provides a background and framework in the defining characteristics, methods and scope of the following areas:

Developmental Psychology: e.g. key theories of motor, perceptual, cognitive and social development.

Individual Differences: e.g. major theories of personality and intelligence.

Social Psychology: e.g. interpersonal attraction, social influence and group/intergroup relations.

Learning and Teaching:

The module delivery will be based upon a combination of lecture-based teaching and use of a VLE. A wide range of materials will be provided on the VLE to support students as developing independent learners. It is assumed that students will not have studied any psychology previously. The time allocated for guided self-managed learning activities will allow students to use a variety of library facilities such as book chapters, online resources, or journal articles.

The module will be delivered on the basis of two-hour lecture slots, incorporating activities and discussions, which will be integrated with the additional materials encountered by students in their self-managed activities as they embark on the journey towards becoming independent learners.

Method	Student Contact Hours	Number of Groups
Lectures	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Unseen paper	1 x 2 hours	50%	end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

PSY 2012 RESEARCH DESIGN:QUALITATIVE AND QUANTITATIVE METHODS II

Credit Value: 20
Pre-requisites: Must pass PSY1012
Semester(s) Offered: 1&2

Objectives:

On successful completion of the module students will be able to:

(1) conduct a systematic and thorough investigation using experimental and non-experimental methods.
(2) design experiments to test for differences between conditions.
(3) Use and apply appropriate parametric and non parametric analyses.
(4) Interprest the results of inferential statistical procedures and report the results.
(5) Use computer statistical packages to analyse data and report results.
(6) Translate empirical questions into testable hypotheses, devise investigations to test such hypotheses, analyse and interprest the resulting data and write reports of such investigations.

Content:

Problem definition and hypothesis formulation. Independent and dependent variables: their identification and selection. Experimental manipulation, control and internal validity: the roles of random allocation, matching, and counterbalancing in independent groups, related samples and repeated measure designs. The experimental manipulation of more than one independent variable in factorial designs: the contribution of interaction effects. The role of random sampling in psychological research: external validity. Quasi-experimental studies of pre-existing groups: the question of causality. The particular strengths and weaknesses of "single-subject" designs and case studies. Observational approaches. Survey research: sampling and the problem of non-response; descriptive versus explanatory surveys; questionnaire design including closed and open-ended questions; attitude scale construction; different questioning methods, e.g. postal, telephone, face-to-face. Methods of controlling for participants' expectations and experimenter effects. Inter-rater reliability. Critical evaluation of the methods employed to collect data in psychological research. The theory of psychological measurement: standardisation; reliability and the standard error of measurement; validity. The collection of qualitative data: observation, participant observation, techniques for the collection of verbal protocols. The analysis of qualitative data: content analysis, discourse analysis, grounded theory and protocol analysis. The ethics of research with humans and animals.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Practicals	40	3
Total hours:	60	

Assessment:

Form	Magnitude	Weighting	Timing
Work book of assessed exercises	1 x 2500 words	40%	End of Sem 1
Research Project Report	1 x 2500 words	50%	End of Sem 2
Group oral Presentation	15 minutes	10%	End of Sem 2

PSY 2022 **COGNITIVE PSYCHOLOGY & DEVELOPMENTAL PSYCHOLOGY**

Credit value: 20
Pre-requisites: Must pass PSY1012
Semester(s) Offered 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of a range of both classic and current research in cognitive and developmental psychology;
(2) assess the strengths and weaknesses of various methodological and theoretical approaches within the above areas of psychology;
(3) demonstrate a critical awareness of issues in the above areas.

Content:

Cognitive Psychology e.g. Language, learning and memory. Visual and auditory perception. Attention. Thinking, reasoning, problem solving and decision making. Issues of representation and process.—Cognition is presented as an active process with many interrelated and interdependent components. A variety of methods and approaches are considered (e.g. case study, cognitive neuroscience, experimental and comparative) to provide a broad perspective.

Developmental Psychology: Research Methods for Developmental Psychology. Perceptual, motor and cognitive development during infancy. General theories of the nature and nurture of psychological attributes. Development of general representational abilities, including language, drawing and number. Nature of cognitive change in the school years. Comparative analysis of constructivist, socio-cultural, and information processing theories of development. Development of self and identity. Gender socialization. Emotional development.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	25	1
Seminars/tutorials	10	5
Practicals	5	5
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen Paper	1 x 2 hours (Cognitive)	50%	End of Sem 1
Unseen Paper	1 x 2 hours (Developmental)	50%	End of Sem 2

In order for Single & Combined Honours students to obtain the Graduate Basis for Registration, students must pass in both elements of the module i.e cognitive psychology and developmental psychology.

PSY 2042 **BEHAVIOURAL NEUROSCIENCE AND SOCIAL PSYCHOLOGY**

Credit Value: 20
Semesters Offered 1&2

Objectives:

On successful completion of the module students will be able to:

(1) Demonstrate knowledge of a range of both classic and current research in social psychology and psychobiology & learning.
(2) Assess the strengths and weaknesses of various methodological and theoretical approaches within the above areas of psychology.
(3) Demonstrate a critical awareness of issues in the above areas.

Content:

Behavioural Neuroscience
Basic neurochemistry and neurophysiology of nerve transmission; the structure and organisation of the CNS; behavioural genetics; hormones and behaviour. Psychopharmacology, the brain and reward, drug action and behaviour. Biological aspects of learning, memory, motivation and emotion, sleep and arousal. Evolutionary explanations of behaviour: primatology, sociobiology, animal cognition and comparative psychology. Human neuropsychology, cortical localisation of function, biological basis of psychological abnormalities.

Social Psychology
Social perception including: person perception, attitudes, attribution. Inter-group processes including: prejudice, inter-group conflict, social identification. Small group processes including: norms, leadership, decision making, productivity. Social influence including: conformity and obedience, majority and minority influence, the bystander effect. Close relationships including: interpersonal attraction, relationships.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars/tutorials	6	8
Workshops	14	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen paper	1 x 2 hours (Social)	50%	End of sem 1
Unseen Paper	1 x 2 hour (Cognitive)	50%	End of Sem 2

In order for Single & Combined Honours students to obtain the Graduate Basis for Registration, students must pass in both elements of the module i.e assessments in Social Psychology and Psychobiology.

PSY 2052 **SEMINAL STUDIES IN PSYCHOLOGY**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) evaluate what constitutes a seminal study in psychology;
(2) evaluate the contribution of the studies in contemporary psychology theory;
(3) evaluate the methodolological strengths of the studies;
(4) relate the findings and implications of the studies to level 2 core psychology;

Content:

The module asks students to examine and evaluate the contribution of influential studies to the respective fields in psychology. This module aims to complement and enhance the core level 2 modules.

Learning and Teaching:

The module is delivered through a series of lectures and discussion opportunities. Lectures with expertise in the filed will deliver each study. Consequently, a range of teachingf styles and approaches will be experienced.

Method	**Student Contact Hours**	**Number of Groups**
Lecture	20	1
Discussion	20	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 1200 words	25%	End of sem 1
Essay	1 x 1200 words	25%	during sem 2
Seen exam	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of a 2 x 1200 word essays.

PSY 2072 **PROFESSIONAL DEVELOPMENT AND PLACEMENT IN PSCYHOLOGY**

Credit value: 20
Pre-requisites: Must pass PSY1072
Semester(s) offered: 2

Objectives:

On successful completion of the module, students will be able to:

(1) Outline and analyse the aims, procedures and activities of the employer organisation
(2) Conduct a research project making use of social scientific concepts and theories
(3) Use the practical and educational experience to analyse one aspect of the work of the organisation
(4) Undertake a report on a specific topic related to the organisations needs
(5) Demonstrate the application of psychological concepts and theories to the workplace

Content:

Students will be placed within an organisation to carry out a range of duties that will permit the student to apply knowledge and practise skills relevant to social scientific analysis. The detailed nature of the placement will be the subject of a formal learning agreement between the student, the attachment provider and the College. The Level 2 attachment and pre-attachment College based teaching sessions will include an enhanced career focus. Students will learn to analyse their career needs, develop networking skills and understand the process of 'creative job search'. The project will include a 'job study' element. After the attachment students will integrate practical experience with College based studies to develop a career Action Plan.

Learning and Teaching:

This module will be taught using one hour lectures and workshops, and one-to-one tutorial meetings with attachment tutors

Method	Student Contact Hours	Number of Groups
Lecture	1	1
Workshops	2	1
Tutorial meetings	1	
Total hours:	4	

Assessment:

Form	Magnitude	Weighting	Timing
Professionally relevant work Experience	6 weeks	50%	Jan – Feb
Attachment report	1 x 4000 words	50%	February

PSY 2092 **DAILOGUES, DEBATES AND DIVERSITY IN PSYCHOLOGY**

Credit Value: 20
Pre-requisites: Must pass PSY1012
Semesters Offered: 1&2

Objectives

On successful completion of the module students will be able to:

(1) demonstrate knowledge and understanding of a range of both classic and current research in individual differences;
(2) demonstrate knowledge and understanding of conceptual and historical issues in Psychology;
(3) assess the strengths and weaknesses of various methodological and theoretical approaches within the discipline;
(4) demonstrate a critical awareness of issues in the area of individual differences.

Content

Individual Differences: This element will foster a broad and critical understanding of individual diversity, its implications, and influence on human behaviour and experience. The origin and development of modern psychometric approaches and the theory underpinning psychological measurement. The nature-nurture controversy. Typical and atypical personality, motivation, emotion and intelligence.

Issues and Perspectives: This element will foster a critical view of different paradigms and assumptions in psychology (both historical and current). Students will critically examine the way in which different psychological approaches, using different theoretical perspectives and methods of inquiry, have investigated topics covered elsewhere in the Level Two core. Ethical issues in psychological research and practice. Critical psychology: Analysis of the nature, orientation and function of mainstream psychology, focusing on current issues and past and present tensions within the discipline.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	35	1
Seminars/tutorials	7	8
Total hours:	44	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 1200 words	25%	end of Sem 1
Seminar report	1 x 1200 words	25%	end of sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

- The Issues and Perspectives: 1 x 1,200 word seminar report and one section of the unseen paper
- Individual Differences: 1 x 1,200 word essay and one section of the unseen paper

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of 2 x 1,200 word essays.

In order for Single and Combined Honours students to obtain the Graduate Basis for Registration, students must pass in both elements of the module i.e. assessments in Individual Differences and Issues and Perspectives.

Student will develop a range of study skills including: reasoned argument, critical thinking and evaluation of contrasting perspectives.

PSY 2202 **FORENSIC PSYCHOLOGY IN THEORY AND PRACTICE**

Credit value: 20
Pre-requisites: Must pass PSY1202
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of a range of psychological theories relevant to the field of forensic psychology.
(2) Evaluate the strengths and weaknesses of psychological theories explaining offending behaviour and treatment.
(3) Demonstrate a critical awareness of a range of issues within forensic psychology.
(4) Understand the processes required to prepare a case study report
(5) Have practical experience of collecting forensic experimental data. PT

Content:

Drugs and Crime ,Mental Health and Crime, Police Psychology, Personality Disorder and Crime , Polygraphy, Violent Offending , Psychopathy, the Cognitive Interview, Deviant Sexuality, Sexual Offending, Eyewitness Testimony, Courtroom Psychology and Mental Health Issues in Prisons.

Learning and Teaching

IBLE

Method	**Student Contact Hours**	**Number of Groups**
Lectures	14 x 1 hour	1
Tutorials	6 x 1 hour	3
Workshops	2 x 1 hour	1
Practical	2 x 1 hour	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Lab report	1 x 1500 words	30%	end of sem 1
Case study	1 x 1500 words	35%	end of sem 2
Short essay	1 x 1500 words	35%	end of sem 2

PSY 3012 RESEARCH METHODS III (INDIVIDUAL RESEARCH PROJECT)

Credit Value: 20
Pre-Requisites Must pass PSY 2012
Semester(s) Offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) perform a literature search in one area of Psychology;
(2) design an original research project within that area having regard to principles of good design and ethics;
(3) collect and analyse research data;
(4) write a research project report in the style of published research papers in Psychology;
(5) communicate "research in progress" ideas in a presentation to fellow students.

Content:

This module provides an opportunity for students to complete an original research project in an area of Psychology which is of particular interest to them. It forms the culmination of the various research methods modules/module elements which have preceded it. Students may choose any research method appropriate to the particular area of enquiry but statistical analysis of the data will normally be required.

Students will work independently for much of the time but tutors will be available at timetabled hours to give intensive guidance in the initial process and later, in the analysis and interpretation of the data and preparation of the project report.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Seminars/tutorials	Up to 6 hours	1-1 tutorials
Total hours:	6 per student	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research in Progress Presentation (Oral Examination)	15 minutes	30%	End of Sem 1
Research Report	1 x 4000 words	70%	End of Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of the presentation and completed introduction and method sections of the report

PSY 3022 **DECONSTRUCTING PSYCHOLOGY**

Credit Value: 20
Semesters Offered 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of the nature of modern psychology;
(2) evaluate critically the conventional model in psychology;
(3) demonstrate an understanding of conceptual and theoretical issues in psychology;
(4) demonstrate an understanding of the construction of Western psychology.

Content

Positivist and social explanations of science. The relationship between psychology and positivism. Psychology of science. Limitations of the conventional model in psychology. Social constructionism and psychology. Putting social constructionism into practice; recognising the role of language. Changing the discipline. De-constructing the story of Western psychology; heroes, women, experimentation, replication and statistics.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	24	1
Seminars/tutorials	12	2
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2500 words	50%	End of Sem 1
Assessed essay	1 x 2500 words	50%	end of sem 2

Students who are permitted to take a half module for the award of 10 credits will be assessed on the basis of one 2500 word essay.

PSY 3032 **PSYCHOLOGY AND WORK**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of the module students will be able to:

(1) explain and assess the changing nature of work, the new working practices it has produced, their potential impact on employees and proposed solutions to the challenges posed;
(2) critically appraise the contribution of psychological theories and research to understanding employee reactions and the likely success of interventions;
(3) discuss the likely future nature of and meaning of work for individuals;
(4) use this knowledge and understanding to evaluate specific cases.

Content:

The past and future of work: metaphors of organisation: the mechanistic, organic and brain metaphors; forces for change and their consequences; the psychological vs the transactional contract.

Characteristics of the changed workplace: the "flexible" workforce, the "knowledge worker", innovation, teamwork, transformational leadership, 360 degree feedback, women in the workforce, teleworking, employability, job insecurity, occupational stress, adult bullying, and unemployment.

Evaluation of psychological theories and the challenges to organisational/occupational psychology: theories of motivation, job satisfaction, job design, leadership, stress and control.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/practical	28	1
Seminars	10	2
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	During sem 1 & 2
Case Study	1 x 2500 words	50%	End of Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of 1 x 2500 word essay

PSY 3052 **ASPECTS OF HEALTH PSYCHOLOGY**

Credit Value: 20
Semester(s) Offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) analyse and debate a range of issues and problems in Health Psychology, examine and appraise these issues and areas and assess the Key factors involved;
(2) Distinguish and differentiate Key processes of interaction between Psychological and Biological Functions that lead to illness and compare and evaluate the relevant factors;
(3) Operate, and become autonomous in the use of, skills in assessment, diagnosis and amelioration relevant to health issues and measure, appraise and calculate health variables in relevant practical contexts.

Content:

The General Adaptation Syndrome. Stress and illness. The psychology of pain. The over-training syndrome. The psychological and biological effects of exercise and exercise participation.

The relationship between personality and illness. Type A and Type B personality. Somatisation disorders.

A critique of the medical, social and WHO models of illness and disability. Problems and issues of physical and mental disability. Aspects of mental health, especially depression and anxiety.

The field of Psychoneuroimmunology.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars/Tutorials	2	5
Practicals	2	5
Total hours:	24	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Essay	1 x 2500 word	50%	End of Sem 1
Unseen Paper	2 hrs	50%	End of Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of 1 x 2500 word essay

PSY 3062 **APPLYING THE MIND**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Discuss and critically evaluate relevant research and theory and how this relates to our everyday experience;
(2) Analyse the strengths and weaknesses of various methodological and theoretical approaches;
(3) Demonstrate an understanding of the complex interaction between cognitive and other psychological processes;
(4) Debate current issues in the field.

Content:

The content of this module is designed to encourage a broad and critical understanding of key issues in cognitive psychology. Topics include the nature and evolution of cognition, issues of representation and process including the rationality debate and its implications. The study of cognitive disorders such as autism and amnesia. The interaction between cognition and other factors (e.g. content and context, emotion and personality), individual and cross- cultural differences in cognition. Issues of ecological validity - bridging the gap between laboratory studies and everyday life. The emphasis is on challenging assumptions, assessing implications and questioning the conclusions drawn.

Learning and Teaching

This module will be taught using lectures, seminars/tutorials and workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	12	1
Seminars,workshops	24	1
Total hours:	**36**	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	35%	during sem 1
Presentation	15 minutes (oral presentation Based on reading conducted for Essay)	15%	during sem 1
Essay	1 x 2000 words	35%	during sem 2
Seminar	15 minutes (oral leading a seminar Based on a paper central to the essa)	15%	during sem 2

A range of study skills will be developed including: critical thinking and reflection, reasoned argument, oral presentation, group work and debate.

PSY 3082 **MENTAL HEALTH & COUNSELLING PSYCHOLOGY**

Credit Value: 20
Pre-requisites Must pass PSY2022
Semester Offered 1&2

Objectives:

On successful completion of the module students will be able to:

(1) discuss and critically evaluate issues in the mental health field and relate these to major conditions and the treatments proposed for them;
(2) discuss and critically evaluate mental health issues within the community;
(3) demonstrate overall knowledge of a wide range of mental health;
(4) appreciate the challenges faced by counselling psychologists working with different populations;
(5) be able to evaluate the use of a range of approaches to counselling;
(6) demonstrate an awareness of the relationship between counselling practice and psychological theory.

Content

The concept of mental health. The health-illness continuum. Diagnostic systems. The concept of severe mental illness. Past and current debates. Overview of mental disorders: organic, neurotic and psychotic disorders. Mental health and community care, psychological work with addictions, gender issues in psychology, mental health and HIV, mental health in prison settings, psychological interventions for children and families. Introduction to counselling psychology. The extent to which psychological theory, in particular research in life span psychology, inform the work of the counselling psychologist? A variety of counselling paradigms are considered, focusing upon their appropriateness for different populations. Special considerations and challenges faced by counselling psychologists working with a variety of populations are investigated.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures/practicals	30	1
Seminars/tutorials	10	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essays	2 x 2500 words	100%	End Sem 1&2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of one 2500 word essay.

PSY 3114 **RESEARCH METHODS: FINAL YEAR DISSERTATION**

Credit value: 40
Pre-requisite: Must pass PSY2012
Semester offered: 1&2

Objectives:

On successful completion of the module, candidates will be able to:

(1) search and investigate the literature in a specified area of psychology;
(2) design an original research project within that area having regard to principles of good design and ethics;
(3) collect and analyse empirical research data;
(4) write a research dissertation report in the style of published research papers in psychology;
(5) communicate 'research in progress' ideas in a presentation to fellow students.

Content:

This module provides and opportunity for students to complete an original scientific investigation or within a chosen field of psychology that is of particular interest to them. It forms the culmination of the various research methods modules which have preceded it. Students may choose research methods appropriate to the particular area of enquiry but statistical analysis of the data will be required.

Students will work independently for much of the time but supervisors will be available at timetabled hours to give intensive guidance in the initial process and later, in the analysis and interpretation of the data and preparation of the report. Apart from this, supervisors can be consulted whenever extra assistance is required.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Tutorials	9	1 to 1
Total hours:	9 per student	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Research in progress			
Presentation	15 minutes	15%	End of sem 1
Research report	10,000 words	85%	End of Sem 2

Students permitted to take a half module for the award of 20 credits will be assessed on the basis of a 5,000 word report and presentation.

PSY 3122 **PSYCHOLOGY SPECIAL SUBJECT**

Credit value: 20
Pre-requisite: Must pass PSY2022, PSY2042 and PSY2092
Semester offered: 1&2

Objectives:

On successful completion of the module, candidates will be able to:

(1) conduct a thorough search of the literature relating to their chosen topic;
(2) analyse and evaluate the findings of psychological investigations relating to their chosen topic;
(3) demonstrate detailed knowledge and understanding of their chosen topic
(4) critically evaluate current and historical issues and debates relating to their chosen topic;
(5) produce a balanced and cogent synthesis of relevant material.

Content:

This module is intended to give students and opportunity to study in some depth, a topic of particular interest to them within the discipline of Psychology. The Special Subject will not entail the student conducting empirical research. Rather, the extended essay is intended to provide and opportunity for the student to write critically about a selected and approved area in considerably more depth than is possible in other assessed essays.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Tutorials	3	1 to 1
Total hours:	3 per student	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Reading Log	500 words	10%	During sem 1&2
Essay	4,500 words	90%	End of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of a reading log and 2,000 word essay

PSY 3222 **FORENSIC PSYCHOLOGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a broad knowledge and understanding of a range of psychological theories relevant to the field of forensic psychology.
(2) Evaluate the strengths and weaknesses of psychological theories explaining offending behaviour and treatment
(3) Show awareness of specific applications of psychological knowledge to the criminal justice system.
(4) Demonstrate a critical awareness of a range of issues within forensic psychology

Content:

Introduction to forensic psychology, Theories of offending behaviour, Violent offenders, Sexual offenders, Assessment and treatment of Offenders, Gender and aggression, Police and Prison Psychology. Witness and courtroom psychology.

Learning and Teaching

IBLE

Method	**Student Contact Hours**	**Number of Groups**
Lectures	14x 2 hour	1
Tutorials	2 x 1 hour	3
Workshops	4 x 2 hour	1
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Exam	1 x 2 hours	50%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

PSY 3322 **CHILDHOOD AND SOCIETY**

Credit value: 20
Semester offered: 1&2

Objectives:

On successful completion of this module students will be able to:

(1) Demonstrate knowledge and critical evaluation of relevant research and theory
(2) Appraise the strengths and weaknesses of various methodological and theoretical approaches
(3) Demonstrate an understanding of the complex interaction between genetic, environmental and socio-cultural processes in the shaping of childhood
(4) Debate current issues in the field

Content:

Applied issues in Psychological development are presented and explored as the complex interaction of inherited and environmental effects, set in a varying cultural context that governs the roles, goals and purposes of childhood:
Indicative content: Cross-cultural (and historical) experiences of childhood and development; The impact of early experiences – vulnerability and resilience; Ethnicity -growing up with *minority* status; Poverty - 'relative': cross cultural comparisons and effects; Transracial/inter-country adoption; Street-Children – development and effects; Separated children - separation from parents due to divorce, bereavement etc.; Child Abuse – short and long term effects; Role of the Father in development; Role of children in *adult* development

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	28 (2 hour lectures)	1
Seminars/tutorials	10	2
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Exam	1 x 2 hours	50%	end of semester 1
Assessed Essay	1 x 2500 words	50%	end of semester 2

PSY 3402 **APPLIED FORENSIC PSYCHOLOGY**

Credit value: 20
Pre-requisites: PSY1202, PSY2202
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an advanced knowledge of a range of psychological theories relevant to the field of forensic psychology.
(2) Critically evaluate the contributions of psychology at all levels (i.e. from the detection of crime to the prosecution, incarceration and rehabilitation of offenders).
(3) Demonstrate a critical awareness of a range of issues within forensic psychology.

Content:

Prison Assessment, Risk and Dangerousness Assessments, Offender Profiling, Crime Scene Analysis, Stalking, Male and Female Aggression, Psychopathy, Deviant Fantasy, Sex Offender Treatments, Police Investigations, Police Interviewing, Cyber crime, Terrorism, Police and Prison Psychology.

Learning and Teaching

IBLE

Method	**Student Contact Hours**	**Number of Groups**
Lectures	11x 2 hour	1
Tutorials	2 x 1 hour	3
Workshops	7 x 2 hour	1
Total hours:	36	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	end of sem 1
Examination	1 x 2 hr paper with one Seen and one unseen Question	50%	end of sem 2

PSY 3412 **PSYCHOLOGY AND ADVERTISING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the function and purpose of advertising.
(2) Critically evaluate how advertising phenomena may be explained within the context of theories and concepts from social and cognitive psychology.
(3) Evaluate the application of cognitive psychological principles to the definition and measurement of advertising effectiveness.
(4) Undertake a systematic analysis of advertising content and interpret it in relation to psychological theory.

Content:

This module applies theories and concepts from social and cognitive psychology to aspects of advertising. The content will include:

Background Information

Myths and common misconceptions about advertising and how it works.

Advertising and Society

Gender representations and sexism in advertising. Advertising food to children. Conformity and aspiration: Endorsement by celebrities, experts and 'DIY celebrities'. Central and peripheral routes of persuasion: Elaboration Likelihood Model (e.g. Petty & Caccioppo, 1981). Direct argument versus emotional appeals. Analysing advertising content using Ethnographic Content Analysis (Altheide, 1996).

Advertising and Cognition

Memory-based measures of advertising effectiveness: recall and recognition. The role of attention: Divided attention and Levels of Processing (Craik & Lockhart, 1972). Surreptitious advertising: Subliminal advertising, implicit memory and product placement. Serial-position effects in TV advertising. Ad-liking and ad-remembering. Advertising in context: Effects of violence, sex and humour in TV programmes.

Learning and Teaching:

The module delivery will be based upon a combination of lecture-based teaching and use of a VLE. The module will be delivered on the basis of 90-minute lecture slots, incorporating activities and discussions. Students will also work in small groups to design and undertake a small-scale piece of research, for which they will apply theory and specific research techniques to an analysis of advertising content. This aspect of the module will be supported through two workshops.

Method	Student Contact Hours	Number of Groups
Lectures	16 x 1.5hr = 24	1
Workshops	2 x 1.5hr = 3	1
Total hours:	27	

Assessment:

Form	Magnitude	Weighting	Timing
Research report	1 x 2000 words	50%	sem 1
Unseen paper	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of a 2000-word research report.

PSY 3422 **BIOPSYCHOLOGY OF STRESS AND HEALTH**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the concept of biopsychological stress, its mechanisms and function.
(2) Critically evaluate modern approaches to understanding stress and the impact of stress on health
(3) Synthesize and apply modern research findings on the impact of stress to the evaluation of potential interventions to reduce stress-related illness and disease
(4) Apply practical laboratory techniques required for biopsychology research in preparation for the group practical assessment

Content:

A modern approach to the study of the psychology and physiology of stress and its impact on health. This module explores in detail the origins of stress (fight or flight, Selye's GAS) and more modern approaches (allostasis and allostatic load), the physiology of the stress response paying particular attention to the action of stress hormones and ultimately the relationship between stress and health, namely focussing on;

- immunity (with an introduction to psychoneuroimmunology)
- obesity
- sleeping behaviour
- eating behaviours
- cognitive performance

With the intention of providing a detailed understanding of the psychological and biological basis of stress, the module further explores the potential for successful ageing through a number of potential interventions including; nutritional supplementation and diet, exercise and coping and behavioural interventions.

Learning and Teaching:

The delivery of the module will be largely through use of weekly 1 hour formal lectures and 1 hour tutorials (alternate weeks). The use of the VLE is essential and will provide access to supplementary material and module guidance.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Tutorials	10	2
Total hours:	30	

Assessment:

Form	Magnitude	Weighting	Timing
Group practical report	1 x 2000 words	30%	sem 1
Presentation	15 minutes	20%	sem 1
Essay	1 x 2000 words	50%	sem 2

Students permitted to take a half module for 10 credits will be assessed on the practical report and presentation

SCI 3142 **EARTH IN SPACE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate understanding of the planetary system of our solar system and the dependence on planetary movements of our conceptions of time and space.
(2) Demonstrate understanding of the internal structures and external topographical features of the terrestrial planets and the forces that produced them.
(3) Analyse the rock types of the terrestrial planets of our Solar System.
(4) Explicate the major features of space and deep space.
(5) Evaluate theories of the origin of the universe.
(6) Carry out practical investigations.

Content:

The Earth and Beyond. The celestial co-ordinate system. Periodic movements of the earth, moon and sun. Seasons. Eclipses. Time reckoning. Solar motion. The solar system, sun, planets, comets, asteroids and meteorites. Terrestrial and Jovian planets. Terrestrial planets: Introduction to rock classification; weathering, erosion, sedimentation, Classification of sedimentary rocks. Hydrothermal processes, regional metamorphism, zones of metamorphism, dynamic metamorphism, metamorphic rocks. Structure, formation and classification of igneous rocks. Minerals and ores.
The observable universe, stars, constellations, galaxies and nebulae. Star life cycle. Black holes. Quasars and pulsars. The Big Bang. Dark matter and dark energy. The expanding universe. Life in the universe.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshop exercises	20	1
Tutorials	5	5
Total hours:	45	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Workshop exercises	1 x 2500 word portfolio	50%	sem 2
Essays	2 x 1250 words	50%	sem 2

SCI 3152 **EARTH AND THE ENVIRONMENT**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

(1) Show understanding of the problems of environmental pollution and how they affect communities of organisms.
(2) Analyse problems associated with pollution control and with the various methods of assessing pollution.
(3) Explain and expound the types of water pollution, air pollution and land pollution.
(4) Evaluate the effectiveness of schemes for reclamation of derelict land.
(5) Carry out practical investigations on environmental pollutants.

Content:

Water pollution. Water resources. Chemical and biological characteristics of water. Criteria for assessing water quality. Sources, fates and distribution of pollutants. Effects on animals and plants. Field assessment of water quality. Pollution control techniques. Composition and structure of the atmosphere. Introduction to atmospheric chemistry. Stratospheric and tropospheric ozone. Greenhouse gases and climate change. The biological effects of air pollution. Indoor pollution.
Physical and chemical characteristics of waste materials. Effects on plants and animals. Field assessment of vegetation and chemical characteristics of derelict sites. Natural recolonisation of derelict and waste land. Reclamation techniques. Landfill and waste management, ethical issues.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshop exercises	20	1
Tutorials	5	5
Total hours:	45	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Workshop exercises	1 x 2500 word portfolio	50%	sem 2
Essays	2 x 1250 words	50%	sem 2

SHL 1302: **SOCIOLOGY/PSYCHOLOGY OF SPORT**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

1) Classify sporting activities;
2) Analyse the information processing demands of sporting activities;
3) Demonstrate an understanding of a range of factors which influence sports performance;
4) Critically evaluate the process of talent selection;
5) Apply their theoretical knowledge to practical examples;
6) Demonstrate a basic understanding of social action with particular reference to sport and leisure;
7) Demonstrate awareness of a variety of explanations for actions in the social context;
8) Apply their theoretical knowledge to practical exemplars.

Content:

Definitions of skill and ability and systems of skill classification.
Information processing models of motor performance.
Factors affecting performance, eg. arousal, confidence.
Measurement of performance and evaluation of the talent prediction process.
Practical exemplars from contrasting sporting activities.
The place of sport and leisure within the social world; socialisation, social control, catharsis, consensus.
Differing historic and contemporary explanations for social action and how these apply to sport and leisure.
Introduction to the "Founding Fathers" of social theory and how their ideas have been developed and applied with particular reference to sport and leisure.
The need for understanding sociological method; its application for research, planning and policy.

Learning and Teaching

Independent study requirements will be equivalent to approximately 100 hours and will involve seminar preparation, background reading, assignment preparation.
Progress will be monitored through seminars and practical workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars	27	4
2 x 10 hour practical activities	20	1
Total hours:	47	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Unseen Paper	1 x 1 hour	20%	end of sem 2
Portfolio		30%	end of sem 2
Essay	1 x 2000-2500 words	50%	end of sem 1

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay (2000-2500 words).

SHL 1362 **LEISURE CONTEXTS AND CULTURES**

Credit value: 20
Semester(s) offered: 1 & 2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the way in which sport and leisure is organised, promoted and structured in various countries;
(2) Plan and carry out an investigation into the ways in which sport and leisure provision is organised;
(3) Demonstrate an awareness of the complexity of modern leisure.
(4) Demonstrate an understanding of how leisure is portrayed through the media, specifically literature and film;
(5) Analyse and comment upon the varying conceptions and aspects of leisure amongst different sub-cultures.

Content:

Organisational, political and fiscal implications of leisure and sporting activities.
Comparative analysis of sport and leisure structures and organisations in a variety of different countries.
Historic and contemporary analysis of sport and leisure from a comparative perspective.
Poster design and presentation skills.
Leisure activities and behaviour as pleasurable, spiritual, taboo, deviant and risk.
Leisure used for social inclusion.
Changing conceptions of leisure in terms of new technologies, opportunities and constraints.
Popular culture and ethical aspects of leisure.

Learning and Teaching :

Method	**Student Contact Hours**	**Number of Groups**
Lectures	19	1
Seminars/tutorials	19	1
Individual Tuition	1	25
Total hours:	39	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Poster & literature	1500 words	50%	end of sem 1
Book review or Audio-visual review	1 x 750 words	20%	Mid sem 2
Essay	1 x 1250 words	30%	end of sem 2

SHL 1372: **ACTIVE CHILDREN/SPORT DEVELOPMENT**

Credit Value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate knowledge and understanding of the factors influencing children's level and type of involvement in sport and physical activity;
(2) reflect upon the nature of changes in attitude towards sport and physical activity amongst young people;
(3) demonstrate an awareness of how practical activities might be structured to facilitate children's understanding and skill development;
(4) demonstrate awareness of current and potential sports development opportunities in the school and community for young people;
(5) knowledge and understanding of key agencies and agents involved in sports development.

Content:

Children's understanding and attitudes towards sport and exercise; the relationship between health and physical activity; the gender dimension of physical activity. Influence of family, coach, peers, school, local provision and initiatives. Structuring practical activities for children for effective development of physical and social skills.

Awareness of current sport development initiatives with the school and community. School-community links. The role of agencies and agents, such as, Sport England, Youth Sport Trust, Sports Coach UK, Specialist Sports Colleges, and their initiatives, e.g. TOPs programmes, Active Schools, Active Sports, and Active Communities.

Learning and Teaching:

Lectures will be accompanied by student presentations and practical workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30	1
Practical Games	10	1
Oral Presentation	2	4
Total hours:	42	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Exam	1 x 2 hours	50%	end of sem 1
Assessed essay	1 x 1000 words	30%	end of sem 2
Oral presentation	10-15 minutes	20%	end of sem 2

SHL 1382 **PSYCHOLOGY/PHYSIOLOGY OF SPORT**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module, students will be able to:

(1) classify sporting activities and analyse the information processing demands of sporting activities;
(2) demonstrate an understanding of a range of factors which influence sports performance;
(3) critically evaluate the process of talent selection;
(4) apply their theoretical knowledge to practical examples;
(5) demonstrate an understanding of the neuro-muscular systems and energy metabolism;
(6) demonstrate an understanding of the functions of the respiratory and cardio-vascular systems during exercise and recovery;

Content:

Definitions of skill and ability and systems of skill classification
Information processing models of motor performance
Factors affecting performance, e.g. Arousal, confidence
Measurement of performance and evaluation of the talent prediction process
Practical exemplars from contrasting sporting activities
Structure and function of the musculo-skeletal system. Energy metabolism during exercise
The respiratory system, endocrine system and the haemodynamic response to exercise
Research report writing style and format

Learning and Teaching:

Learning will be facilitated through lectures, seminars, practical and laboratory workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
2 x 10 hour practical activities	20	1
Seminars	2	1
Total hours:	42	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	end of sem 1
Practical file	1 x 1500 words	30%	end of sem 2
Unseen paper	1 x 1 hour	20%	end of sem 2

SHL 1402 **PE,GAMES, ATHLETICS AND OUTDOOR ADVENTUROUS ACTIVITIES (OAA)**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of the key issues in School PE;
(2) demonstrate knowledge and understanding of the primary and secondary National Curriculum PE;
(3) demonstrate understanding of the aims and content of games, athletics and OAA taught in secondary school at key stage 3 & 4;
(4) plan and construct progressive games lessons with clear teaching objectives, tasks, teaching points, safety issues, progressive targets, observation and feedback;
(5) demonstrate knowledge of the key partners to work with in the community.

Content:

National Curriculum Programme of Study Key Stages 1-4
Issues in PE: inclusion; formal and informal modes of assessment; linking PE across the whole-school curriculum at Key Stages 3 & 4; competition and cooperation; Sports Days; health & safety issues; progression and continuity from primary to secondary
Practical teaching in Secondary PE games, athletics and OAA
Teaching methods: planning and preparation, teaching points, observation, demonstration, organisation, positioning, positive criteria feedback, differentiation and progressive targets
Lesson planning and unit planning, monitoring and assessment
Key partners for each sport in the community

Learning and Teaching:

Learning will be facilitated through lectures, seminars, practical workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures, Seminars	20	1
Practical workshops	40	1
Total hours:	60	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	end of sem 1
File of Lesson Plans	1 x 1000 words	30%	end of sem 2
Essay	1 x 1000 words	20%	end of sem 2

SHL 1412 **HEALTH AND YOUNG PEOPLE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an understanding of basic nutritional principles;
(2) identify factors influencing young people's eating and exercise patterns;
(3) demonstrate knowledge and understanding of the relationships between nutrition, physical activity and health;

(4) discuss a range of relevant health topics such as obesity, eating disorders, substance use and misuse; emotional and mental health;
(5) write a literature review and make an effective oral presentation.

Content:

Nutritional principles, young people's eating patterns, food preferences and phobias
Parenting styles, cultural differences, poverty and food marketing
Psycho-social, cultural and environmental determinants of exercise behaviour
Physical activity, nutrition and health: obesity, osteoporosis, diabetes, coronary heart disease, disordered eating, self-esteem, mental health and alcohol and tobacco use and abuse; how to write a literature review and conduct oral presentation skills

Learning and Teaching:

Lectures will be accompanied by seminar/workshop sessions and student presentations.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Seminars/workshops	8	1
Tutorials	4	4
Student presentations	6	1
Total hours:	38	

Assessment:

Form	Magnitude	Weighting	Timing
Exam (1 seen question)	2 hours	50%	end of sem 1
Oral presentation	10 mins.	20%	during sem 2
Literature review	1 x 1200 words	30%	end of sem 2

SHL 1432 **ISSUES IN SPORT**

Credit Value: 20
Semester(s) offierred: 1&2

Objectives:

On successful completion of the module, students will be able to:

(3) demonstrate a systematic understanding of the complexity of modern sport to support understanding of media sports coverage (reporting).
(4) Demonstrate knowledge and understanding of current sporting issues from a range of academic disciplines.
(5) Plan, carry out and report findings from primary research on specific sporting themes using a number of different academic disciplines.

Content:

The module provides and introduction to some of the main issues in modern sport including drugs mis-use, discrimination (eg ethnicity, gender, and disability), and factors affecting performance. This module provides an opportunity to explore a variety of contemporary issues using a range of academic disciplines, specifically sociology, physiology, psychology and legal studies. The module explores how each discipline offers a specific insight into modern sport and assists in understanding the athlete, the self and the wider society.

The module will introduce a range of research skills including the practicalities and importance of conducting a literature review, data analysis, interviews and focus groups.

Learning and Teaching:

The module uses learning and teaching methods and allocates time as listed below. It is assumed recruitment of 30 students.
The module involves a high level of independent learning, supported by named tutors.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30 (15 x 2 hour)	1
Tutorials	10	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed essay	1 x 2000 words	50%	end of sem 1
Report	1 x 2000 words	50%	end of sem 2

SHL 1442 **SPORTS HISTORY/INTRODUCTION TO MODERN WORLD HISTORY**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

1. develop knowledge of key debates surrounding the social and cultural development of sport, and how these inform contemporary society.
2. understand how to 'read sports history' with use of primary and secondary resources.
3. demonstrate an awareness of the key historical developments of the twentieth century.
4. show an understanding of how these events have shaped the modern world.
5. discuss long term processes of change and stability.
6. report briefly on independent research in the form of an essay.

Content:

This module, in semester 1, introduces students to some of the main themes and issues within the history of modern British sport (such as amateurism and the reational recreation movement). Students will develop an appreciation of the significance of understanding sports history and how this informs contemporary sport. Studentrs will develop an awareness of the resources available to them and how to approach primary and secondary resources.

|n semester 2 the module takes an overview of the history of the world in the twentieth century. It explores a number of themes in the history of the last century, such as the balance of power and the world order; the rise of ideological conflict and the cold war; war, its nature and impact, international organisations and the world order, the global environment, globalisation and global culture.

Learning and Teaching:

Learning and Teaching is supported through lead lectures, group work in classes and supported independent reading.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30hr	
Tutorials	10 x 1 hour seminar	2 x (25)
Classes	20	1 per 25 students
Total hours:		

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Exam	1 x 2 hours	50%	end of sem 1
Assessed essay	1 x 3000 words	50%	end of sem 2

SHL 2302 RESEARCH METHODS/HEALTH DEVELOPMENT

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate an awareness of a range of qualitative research techniques;
(2) demonstrate knowledge of appropriate methodological applications across a range of research situations;
(3) design a small-scale research project;
(4) demonstrate knowledge and understanding of the relationships between fitness, physical activity and health;
(5) evaluate the epidemiological evidence linking coronary heart disease and physical activity;
(6) appraise the contributions of fitness assessment and exercise prescription to health.
(7) Apply knowledge to be able to make recommendations about health and lifestyle development.

Content:

The ethical and moral framework of qualitative research. Computer-aided research tools and the Data Protection Act. Questionnaire-based research; interview based research. Record keeping/data processing; presentation of results/report writing. Health, fitness and physical activity and their relationship with hypokinetic disease;
Epidemiological evidence linking coronary heart disease and physical activity. Risk factors for coronary heart disease; utility of exercise prescription and fitness assessment. A range of health and lifestyle development initiatives.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	34	1
Workshops	6	1
Seminars	2	8
Tutorials	0.5	80
Total hours:	42.5	

Assessment:

Form	Magnitude	Weighting	Timing
Exam (incl. 1 seen question)	1 x 2 hrs	50%	End of Sem 1
Exam (incl. 1 seen question)	1 x 2 hrs	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of:

Exam	1 x 2 hrs	50%	End of Sem 1

SHL 2332 **PHYSIOLOGY OF TRAINING 1/COMMUNITY FITNESS**

Credit Value: 20
Semester(s) offered: 1&2

Objectives

On successful completion of the module students will be able to:

(1) Demonstrate an understanding of physiological changes which occur with regular exercise;
(2) utilise physiological training principles in the planning of training programmes;
(3) Demonstrate oral presentation skills.
(4) evaluate the physiological validity of commercial fitness programmes;
(5) evaluate the quality of health and fitness facilities, classes and instructors;
(6) plan and teach a circuit training class, an exercise to music class or conduct a weights room induction.

Content

Principles of training and their applications to training for endurance, speed, strength, flexibility. Physiological adaptations and biochemical adaptations to training, supercompensation, overreaching, infection and recovery. Maximal oxygen uptake, oxygen debt, deficit, lactate threshold/minimum and onset of blood lactate accumulation. Utility of fitness tests. Review of guidelines for exercise prescription. Fitness and health screening: special concerns eg. asthma, diabetes, pregnancy, young and third age participants. Evaluation of commercial programmes and quality instruction. Circuit training, exercise to music and resistance training.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	24	1
Workshops (sem 1)	20	4
Seminars	4	6
Total hours:	48	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Group Oral presentation	30 minutes	20%	end of sem 1
Unseen paper	1 x 1 hour	30%	end of sem 1
Practical teaching and written Plan	1500 word equivalent	50%	end of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of:

Seminar (oral presentation)	30 minutes	25%
Essay	2000 words	75%

SHL 2362 **SPORT, POLITICS AND HISTORY**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate an understanding of the historical development of modern sport, the modern state and nationalism;
(2) question and evaluate a number of issues in contemporary sport in the context of 'hallmark' ('mega') events utilising a variety of approaches ;
(3) demonstrate an understanding of the relationship between sport, politics, culture and society
(4) conduct an investigation and offer analysis of sport in a social setting;

Content:

The emergence and characteristics of modern sport. Modern sport, politics, the nation state and nationalism. National and international sports organisations.
The economic, social, environmental and political benefits of hosting "hallmark" events.
The games of Ancient Greece, the revival and development of the Modern Olympic Games; Olympism.
Sport in a social setting, social structures, hierarchies and sub-cultures.
Application of ethnographical sociological method to sport and leisure practices.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	28	1
Seminars/tutorials	2	6
Individual tuition	15 mins	24
Total hours:	30.15	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Essay	1 x 2000 words	50%	End of Sem 1
Individual written report of group observation study	1 x 2500 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay (2000 words)

SHL 2372 **SPORT PSYCHOLOGY AND COACHING**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Critically appraise the psychological factors, which affect individual, group and team performance in sport;
(2) Demonstrate knowledge and understanding of theories of learning and tasks, learner and coach factors affecting learning;
(3) Critically evaluate practice methods and coaching styles;
(4) Plan, deliver and evaluate a series of coaching sessions for a selected physical activity and assess and account for their own learning of selected physical activity;

Content:

Psychological factors affecting performance and learning: Anxiety; Confidence, Aggression.
Factors affecting learning; task, learner and coach characteristics;
Role of the Coach: Planning; objective setting; session structure; coaching style' evaluation.
Designing practice: guidance; whole vs. part; mental practice; distribution of practice; blocked vs. random and variable vs. constant practice.
Ethical Considerations: the coach-performer relationship; inclusive and equitable practice; Sports Coach UK code of sports ethics.
Planning and conducting a series of coaching sessions.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	28	2
Practicals	14	4
Total hours:	42	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assignment	1 x 2500 words	50%	end of sem 1
Learning and Coaching file	1 x 2500 words	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an assignment (2500 words) at the end of sem 1

SHL 2392 **EVENT MANAGEMENT & MARKETING**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate knowledge and understanding in event organisation and planning, including ethical issues and risk management;
(2) use marketing techniques to promote an event;
(3) implement and critically evaluate an event;
(4) demonstrate oral and written presentation skills through activities, reports and documents;
(5) demonstrate skills needed to work individually and within a team.

Content:

Policy formulation. Feasibility study and needs assessment. Compiling a budget. Identification of personnel, resources and event requirement. Identifying tasks and ethical issues for event management. Communicating event management structure. Detailing a plan and timescale. Establishing control systems. Planning an event – presentation, preparation, risk management, implementation and recovery. Marketing an event using a variety of sources. Participating within an event. Debriefing. Compiling final evaluation report. Report writing and presentation skills using ICT. Individual and group work for event management.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	8	1
Workshops	17	4
Oral presentation	4	2
Practical	7	1
Event participation	4	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Report	1 x 1500 words	30%	end of sem 1
Oral presentation		20%	end of sem 1
Report	1 x 2000 words	50%	end of sem 2

SHL 2402 **PE AND SWIMMING/RESEARCHING YOUNG PEOPLE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate understanding of the aims and content of Swimming taught in secondary school at key stage 3 & 4
(2) plan and construct progressive swimming lessons with clear teaching objectives, tasks, teaching points, safety issues, progressive targets, observation and feedback.
(3) demonstrate knowledge of the key partners to work with in the community
(4) demonstrate knowledge of the importance of PE, health and lifelong participation in physical activity
(5) Skills in researching in small groups and evaluating the effectiveness of a selected research methodology in the context of a school environment
(6) demonstrate focused knowledge and understanding pertaining to children and physical activity

Content:

National Curriculum Programme of Study Key Stages 3 & 4
Practical teaching in Secondary PE Swimming
Teaching methods: teaching points, observation, demonstration, organisation, positioning, feedback
Lesson planning and unit planning, monitoring and assessment, differentiation and progression targets
Community partnerships
PE, Fitness and Health
Planning and designing data collection methods
Theoretical knowledge in an area from: the contribution of physical activity to social, moral and intellectual development of children.
Competition and the young child, cooperation and fair play. Patterns of participation
The role of the school and physical education in developing positive attitudes towards sport and physical activity in young children
Motivation and preventing drop out from physical activity
Socio-cultural factors affecting children's participation in physical activity
Report writing

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures, Seminars	14	1
Practical workshops	20	1
Tutorials	6	1
Student group work	10	1
Total hours:	50	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
File of Lesson Plans	1000 words	30%	end of sem 1
Essay	1000 words	20%	end of sem 1
Research Project	2500 words	50%	end of sem 2

SHL 2412 **PSYCHOLOGY OF LEARNING/SECONDARY GYM AND DANCE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of theories of learning;
(2) Demonstrate knowledge and understanding of task, learner and teacher factors affecting learning
(3) Critically evaluate practice methods and teaching styles
(4) Assess and account for their own learning of a selected physical activity
(5) Demonstrate understanding of the aims and content of gymnastics and dance taught in secondary school at key stage 3 & 4
(6) Plan and construct progressive gymnastics & dance lessons with clear teaching objectives, tasks, teaching points, safety issues, progressive targets, observation and feedback.
(7) Demonstrate understanding of how to create an effective learning environment
(8) Demonstrate knowledge of the key partners to work with in the community

Content:

Product and process definitions of learning; theories of learning
Factors affecting learning: task, learner and teacher characteristics
Designing Practice: guidance; whole vs. part; mental practice; distribution of practice; blocked vs. random and variable vs. constant practice
Role of the teacher: planning ; objective setting; session structure; teaching style; evaluation
National Curriculum Programme of Study Key Stages 3-4
Practical teaching in Secondary PE: gymnastics and dance
Teaching methods: teaching points, observation, demonstration, organisation, positioning, feedback, differentiation and progression targets
Lesson and unit planning, monitoring and assessment
An effective learning environment, class management in PE, rules and routines, minimising off-task behaviour, the effective class manager
Community partnerships

Learning and Teaching:

Learning will be facilitated through lectures, seminars, practical workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures, Seminars	20	1
Practical workshops	40	1
Total hours:	60	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Learning File relating theory To practice	2500 words	50%	end of sem 1
File of lesson plans	1000 words	30%	end of sem 2
Essay	1000 words	20%	end of sem 2

SHL 2422 **YOUTH, LEISURE AND LIFESTYLE**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of social and cultural factors affecting young people's participation in leisure activities
(2) Make a critical appraisal of the role of leisure and lifestyle within the transitions of childhood and youth
(3) Work within a group to conduct a research project targeting a particular aspect of leisure and lifestyle for young people

Content:

In this module, students will consider definitions of leisure and lifestyle. In particular the role these play within childhood and youth. This includes identity construction and exploring roles within the period of transition from child to adolescent and from adolescent to young adult. Issues of autonomy, authority and peer pressure will be considered in the context of duty of care and child protection. The appearance of rebellion, rejection and conflict during these lifestages will be instrumental in informing student understanding.

Learning and Teaching:

In semester one the module will be delivered by means of lectures and tutorials. In Semester two the learning ad teaching will be achieved through workshops and seminars. Independent research will be expected in both seminars.

Method	**Student Contact Hours**	**Number of Groups**
Lectures, Sem 1	18 (9 weeks x 2 hours)	1
Workshops Sem 2	6 (3 x 2 hours)	3
Seminars Sem 2	6 (3 x 2 hours)	1
Tutorials	1	Number of students registered
Total hours:	33	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assignment	2000 words	60%	end of sem 1
Group research project	20 minute presentation	40%	end of sem 2

SHL 2442 **SPORT PSYCHOLOGY AND REPORTING IN THE MEDIA**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) critically appraise the psychological factors which affect individual, group and team performance in sport;
(2) Demonstrate knowledge and understanding of underpinning theories
(3) how critical awareness of the role of the sport psychologist portrayal of sport psychology in the media
(4) Analyse a range of specific issues (e.g. child protection in sport, psychological effects of drug abuse, cohesion / team building in sport). Conduct a review of literature and write a feature article to develop public awareness.

Content:

- psychological factors affecting performance and learning: anxiety, motivation, confidence, aggression;
- ethical considerations: child protection, the coach-performer relationship, inclusive and equitable practice, Sports Coach UK Code of Sports Ethics;
- role of the sport psychologist - developments and portrayal in the media.
- a range of issues such as racism, drug abuse, homophobia and the psychological consequences.
- captaincy, cohesion / team building on performance.

Learning and Teaching:

Lectures, Tutorials, Practical and Independent work.

Method	Student Contact Hours	Number of Groups
Lectures	28	1
Practicals	4	1
Tutorials	2	
Total hours:	34	

Assessment:

Form	Magnitude	Weighting	Timing
Assignment	1 x 2500 words	50%	end of sem 1
Review of literature & feature article	1 x 2500 words	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an assignment (2500 words) at the end of Sem 1.

SHL 3342 **SPORT IN SOCIETY**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) question and evaluate a number of issues in contemporary sport from a variety of approaches
(2) assess the current status of groups and individuals involved in sport and how they are influenced by agents and agencies;
(3) demonstrate a sound knowledge of the relevance of selected perspectives which serve to explain the phenomenon of sport in society
(4) explore how theories can be used to deepen an understanding of sport and its relationship with other spheres of life;
(5) use sociological method to evaluate issues related to sport in society.

Content:

Exploring current issues in sport (eg drugs/cheating; fandom/hooliganism; social inclusion, gender and ethnicity). Using sociological theories (eg Functionalist, Gender, Feminist, Marxist, Postmodern theories) as tools to assist in understanding the role players, and impact of, sport in today's society.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars	20	2
Tutorials	.5	36
Total hours:	40.5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	End of Sem 1
Unseen Paper	1 x 2 hours	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2500 word essay.

SHL 3352 **COMMUNITY SPORT DEVELOPMENT/SPECIAL POPULATIONS**

Credit value: 20
Semester(s) offered 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate an understanding of the roles and responsibilities of community sport development officers and community exercise promoters:
(2) make a critical appraisal of relevant Government and non-Government agency policies, e.g. Sports Council, Governing Bodies, local authorities, national and regional health organisations and institutions;
(3) evaluate community sport and exercise initiatives such as the National Junior Sport Programme, GP referral activity schemes;
(4) plan a community sport or exercise development initiative.
(5) demonstrate knowledge of the nature of disability; disability etiquette; the needs of special groups in society and identify provision, access and delivery of sport, exercise and dance for those with special needs;
(6) demonstrate knowledge of adapted physical activities and movement therapy, therapeutic and leisure benefits; educational provision for children with special needs;
(7) conduct a research project on an aspect of sport, exercise and health with special populations.

Content:

Roles and responsibilities of sport and exercise development officers.
Sports Council policies: sports development continuum, target groups, focus sports, equity, Youth Sport Trust, Health Education Authority initiatives, GP activity referral schemes.
Case studies, problem solving, campaign planning and evaluation.
Preparing a sports development plan.
Issues of equality;
The nature of disabilities and their impact on health, exercise and sport involvement; issues of provision and access, the role of sport development officers for the disabled; adapted physical activities, movement therapy, the structure of competition;
Project planning

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30	1
Practical	6	1
Individual tutorials	0.5	10
Group tutorials	1	4
Total hours:	37.5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Project	2500 words	50%	End of Sem 1
Case Study/Project	2500 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a Project (2500 words)

SHL 3362 **COMMUNITY SPORT /LEISURE MANAGEMENT**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

1.

a) demonstrate an understanding of the roles and responsibilities of community sport development officers and community exercise promoters;
b) make a critical appraisal of relevant Government and non-Government agency policies, e.g. Sports Council, Governing Bodies, local authorities, national and regional health organisations and institutions; lottery project approval.
c) evaluate community sport and exercise initiatives such as the National Junior Sport Programme, GP referral activity schemes.
d) plan a community sport or exercise development initiative.

2.

a) demonstrate an understanding of the particular principles and techniques found within leisure and recreation management.
b) assess critically the management of particular facilities or events;
c) demonstrate awareness of linkage between theoretical perspectives and practical activities within leisure and recreation management.

Content:

Semester 1 Community Sport and Exercise Development
Roles and responsibilities of sport and exercise development officers.
Sports Council policies: sports development continuum, target groups, focus sports, equity, Youth Sport Trust, Health Education Authority initiatives, GP activity referral schemes.
Case studies, problem solving, campaign planning and evaluation.
Preparing a sports development plan.

Semester 2 Leisure and Recreation Management
Content will be drawn from: A definitional framework of leisure and recreation and their roles within society. Generic and particular management skills and techniques. Legal considerations and obligations facing leisure and recreation managers. Research, policy and practice in leisure and recreation management. Management theory and how this is related to service delivery within leisure and recreation.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	35	1
Group tutorials	2	6
Individual tutorials	10 min	18
Total hours:	37 hrs 10 mins	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Project:	2-2500 words	50%	End of Sem 1
Essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a Project (1 x 2000 - 2500 words)

SHL 3372 LEISURE STUDIES/LEISURE MANAGEMENT

Credit Value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) recognise the role of leisure within contemporary society;
(2) demonstrate an understanding of the relationships of leisure to work, non-work and unemployment;
(3) consider the role of leisure relativity to issues of access, gender, race, age, disability and class;
(4) demonstrate an understanding of the particular principles and techniques found within leisure and recreation management;
(5) assess critically the management of particular facilities or events;
(6) demonstrate awareness of linkage between theoretical perspectives and practical activities within leisure and recreation management.

Content:

This will be drawn from:
definitional and conceptual framework of leisure; leisure, work, the work-ethic and contemporary perceptions; issues of access and control of leisure and leisure experiences; leisure and gender within contemporary society; leisure and race, age, disability and class within contemporary society; a definitional framework of leisure and recreation and their roles within society; generic and particular management skills and techniques; legal considerations and obligations facing leisure and recreation managers; research, policy and practice in leisure and recreation management; management theory and how this is related to service delivery within leisure and recreation.
A definitional framework of leisure and recreation and their roles within society. Generic and particular management skills and techniques. Legal considerations and obligations facing leisure and recreation managers. Research, policy and practice in leisure and recreation management. Management theory and how this is related to service delivery within leisure and recreation.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	36	1
Seminar	1	4
Tutorials	2 x 0.5	36
Total hours:	38	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	2000 words	40%	End of Sem 1
Oral presentation		10%	During Sem 1
Essay	2000-2500 words	50%	End of Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of:
Essay 2000 words 80%
Oral Presentation 20%

SHL 3412 **EATING DISORDERS/SPORTS NUTRITION**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

(1) demonstrate an understanding of the nature and underlying psychopathology of eating disorders;
critically appraise theoretical explanations for the aetiology of eating disorders;
(2) demonstrate an understanding of approaches to diagnosis and therapy;
conduct, report and evaluate a semi-structured interview.
(3) demonstrate an understanding of the digestion, absorption and fate of nutrients in the human body;
analyse the role of macro and micro nutrients in optimising health and physical performance;
(4) evaluate the role of a range of ergogenic aids and dietary supplements designed for the sports market;
(5) demonstrate an understanding of principles of dietary planning and guidance for participants in physical activity in a specific setting.

Content:

The nature of anorexia nervosa, bulimia nervosa and binge eating syndrome. Psychological, social and cultural theories of the aetiology of eating disorders. Approaches to therapy. Family dynamics and their role in the aetiology and recovery of sufferers of disordered eating. Ethical considerations.

Digestion, absorption and fate of nutrients in the human body. The nature of body composition and the principles of energy balance. Dietary reference values and nutrient requirements of different sectors of the population, including sportsmen and women. The role of macronutrients and micronutrients in optimising health and physical performance. Ergogenic aids and dietary supplements designed for the sports market. Introduction to dietary counselling. Planning diet regimens for individuals and groups of active sport men and women.

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Interview transcript and report	1 x 2-2500 words	50%	End of Sem 1
Case study report	1 x 2-2500 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an Interview Transcript and report (2-2500) words

SHL 3422 **ELITE PHYSIOLOGY / SPORTS NUTRITION**

Credit value: 20
Pre-requisites: Must pass SHN 2672 or SHL2332
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate an understanding of the immunomodulatory effects of severe exercise stress.
(2) describe the physiological, metabolic and biochemical changes that occur during short-term maximal sprint exercise.
(3) utilise and apply previously acquired physiological and biochemical knowledge to aid the understanding of the effects of severe heat stress on the elite performer.
(4) demonstrate an understanding of the effects of high volume training on the hypothalamic - pituitary axis in female athletes.
(5) demonstrate an understanding of the digestion, absorption and fate of nutrients in the human body;
(6) analyse the role of macro and micro nutrients in optimising health and physical performance;
(7) evaluate the role of a range of ergogenic aids and dietary supplements designed for the sports market;
(8) demonstrate an understanding of the principles of dietary planning and guidance for participants in physical activity in a specified setting;

Content:

Physiological adaptations to training, overtraining, muscle damage, staleness, recovery, infections of the respiratory tract, immune function, immunosuppression, neutrophil function, phagocytosis, role of glutamine. Physiological, biochemical and metabolic changes associated with brief high intensity exercise, recovery, role of glycogen and phosphocreatine. Menstrual status, amenorrhea, osteoporosis, hypothalamic-pituitary axis and menstrual disruption.

Digestion, absorption and fate of nutrients in the human body. The nature of body composition and the principles of energy balance. Dietary reference values and nutrient requirements of different sectors of the population, including sportsmen and women. The role of macronutrients and micronutrients in optimising health and physical performance. Ergogenic aids and dietary supplements designed for the sports market. Introduction to dietary counselling. Planning diet regimens for individuals and groups of active sport men and women.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	48	1
Workshop	6	2
Total hours:	54	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Experimental report	1 x 2500 words	50%	End of Sem 1
Case study report	1 x 2-2500 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a Laboratory report (2500 words).

SHL 3432 **YOUTH SPORT / YOUNG PEOPLE AND HEALTH**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of the social and cultural factors affecting young people's participation in sport and leisure activities
(2) make a critical appraisal of a selection of initiatives from relevant government and non-government agencies concerned with sport and leisure provision for young people in Britain
(3) demonstrate an awareness of the potential use of theoretical perspectives in developing an understanding of the current status of young people's participation in and attitudes toward sport and leisure
(4) discuss the health needs of young people and the influence of a range of agents and agencies on health behaviour
(5) critically evaluate National Curriculum Guidance and government-led health promotion initiatives
(6) evaluate a range of health campaigns in areas such as substance use and misuse, sex education, family life education, safety, health-related exercise, food and nutrition.
(7) plan a health promotion project for young people

Content:

Social and cultural factors influencing young people's participation in sport and leisure. Government and non-government initiatives aimed at enhancing lifestyle behaviours of young people in Britain. Theoretical perspectives on sport and leisure participation. Equal opportunities for young people - race and ethnicity, gender, inner city and disabled policies. The role of sports development in promoting positive experiences.
Delinquency and deviance amongst British youth. Health needs of young people 5-18, National Curriculum guidance, Government strategies, the Health Promoting School, health education approaches and resources, health topics such as substance use and misuse, sex education, family life education, safety, health-related exercise, food and nutrition, personal hygiene, environmental aspects and psychological aspects of health education. Project planning.

Learning and Teaching:

Lectures, student presentations and workshops.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	32	1
Seminars	6	1
Workshops	6	1
Total hours:	44	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	2000 words	50%	end of sem 1
Project	2500 words	50%	end of sem 2

SHL 3442 **SPORT & PHYSICAL ACTIVITY WITH YOUNG PEOPLE**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

(1) Undertake a critical analysis of the complexities of a range of factors and issues which contribute to participation and performance of younf people in sports and physical activity.
(2) critically evaluate the roles and responsibilities of government initiatives
(3) undertake a review of literature, under supervision and critique and communicate findings in written format.
(4) demonstrate effective communication skills in an oral poster presentation defense. Conduct and design a poster presentation by adhering to conference standard guidelines.

Content:

Students will explore a range of issues and government initiatives. The module critically addresses topics such as, the young gifted athlete, disability, moral/ethical issues, gender, race, ethnicity and burnout in the young.
In preparation for the semester 1 assessment, students will explore the design and production of an effective poster presentation.

Learning and Teaching:

This module involves a high level of independent study/work supported by a named supervising tutor in semester 2. Throughout the 2 semesters, learning and teaching will be achieved through the means of lectures, seminars, tutorials and independent research.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	18	1
Tutorials	8	40
Total hours:	26	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Oral & poster presentation	20 min presentation	30%	end of sem 1
Critical review of literature	3000 – 4000 words	70%	end of sem 2

Students will conduct a poster presentation defense to educate a specific population on at least two of the areas addressed in the first semester.
Students will be required to produce a poster presentation adhering to conference guidelines.

SHL 3452 **PROMOTING YOUNG PEOPLES HEALTH**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

(1) demonstrate knowledge and understanding of the changing definitions of health, illness and disease and their relationship with socio-cultural factors.
(2) discuss the health needs of young people and the influence of a range of agents and agencies on health behaviour.
(3) critically evaluate National Curriculum Guidance and government-led health promotion initiatives.
(4) evaluate a range of relevant health topics such as drug use and abuse, sex and relationships eduction, family life education, safety, health-related exercise, food and nutrition.
(5) make a critical appraisal of selected health promotion policies for young people.
(6) design and plan a health promotion initiative.

Content:

Holistic definitions of health, socio-cultural factors affecting health of young people. Health needs of young people 5 – 18, National curriculum guidance, Government health strategies, the Health Promoting School, health education approaches, evaluation of health education resources, the role of parents, peers, siblings, media and health promotion agencies; health topics such as, substance use and misuse, sex and relationships education, family life eduction, safety, health-related exercise, food and nutrition, personl hygiene, environmental aspects and psychological aspects of health eduction.

Roles and responsibilities of health promoters. Function of Health Development Agency and study of selected current policies selected.

Identification of health promotion needs and priorities. Review of case studies. Problem solving. Principles of planning a campaign on chosen topic.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Workshops	4	1
Lectures	16	1
Seminars/Tutorials	12	1 or 2
Total hours:	32	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Case study written and Oral report	1 x 1500 words	30%	end of sem 1
Oral report	20 mins	20%	end of sem 1
Campaign report	1 x 2500 words	50%	end of sem 2

In undertaking relevant research and preparing a plan for a local health promotion campaign, students will contact local professionals in the field. Details of these contacts will be an element of assessment in the campaign report

SHL 3462 **REPRESENTING SPORT (FILM AND LITERATURE)**

Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a critical understanding of the role of Occidental mythology in sports films;
(2) Display a critical understanding of the 'hero myth' as a tool for exploring one function / aspect of sport in modern society;
(3) Demonstrate a systematic understanding of concepts presented as archetypal themes found within popular sports literature;
(4) Deploy and evaluate relevant concepts and themes in the analysis of specific film and written texts.

Content:

The module provides a general introduction to the main themes of Occidental mythology though the works of Joseph Campbell, Christopher Vogler and Christopher Booker.

It examines how the themes of classical mythology are reworked as contemporary themes in popular sports films, in particular the narrative of the hero-journey structure. The module examines the work of a range of directors and writers to study how film and written narratives explore topics such as coping with 'challenge', 'victory', 'defeat' and 'loss'.

This module provides an opportunity to explore a variety of theoretical approaches to the understanding of archetypal themes and purpose that can be found within sports literature. The module explores the function of storytelling, including plotlines as tools for understanding self, others and the wider world.

Learning and Teaching:

The module uses learning and teaching methods and allocates time as listed below. It is assumed recruitment of 30 students.

The module involves 160 hours independent learning, supported by a named tutor.

Method	Student Contact Hours	Number of Groups
Lectures	30 (15x2hr)	1
Tutorials	10	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Seen exam question	1 x 2 hours	50%	end of sem 1
Seen exam question	1 x 2 hours	50%	end of sem 2

SHL 3472 **COMMUNITY HEALTH PROMOTION**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

1.
a) demonstrate knowledge and understanding of the changing definitions of health, illness and disease and their relationship with socio-cultural factors.
b) demonstrate an understanding of psychological factors such as attitudes, beliefs and values, locus of control, self-esteem and attribution which influence health behaviour.
c) demonstrate a critical awareness of national and community health promotion campaigns.
d) plan a health promotion campaign for a specific community group.

2.
a) demonstrate knowledge and understanding of the legal responsibilities of employers under health and safety legislation.
b) evaluate the workplace as an influencing factor in ill-health.
c) demonstrate knowledge and understanding of the potential for health promotion and health education in the workplace and of constraints.
d) Critically evaluate workplace health promotion initiatives.

Content:

Holistic definitions of health, health education vs health promotion, socio-cultural factors affecting health.
Attitudes, beliefs and values, locus of control: models of health behaviour: health campaign evaluation. The process of campaign development. Health concerns of target groups, eg. adolescents, women, men. Legal responsibilities of employers and Government policy. The workplace as a factor in ill-health: stress, environment, opportunities and constraints in workplace health promotion.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	32	1
Seminars	4	2
Tutorial	15 mins	20
Visit	2	20
Total hours:	38.25 mins	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Oral Presentation	10 minutes	20%	Beginning of sem 2
Health promotion campaign	1 x 2500 words	80%	End of Sem 2

SHN 1612: **HEALTH AND WELL-BEING**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) discuss definitions of health;
(2) identify social and psychological factors which affect health;
(3) identify agents and agencies involved in health promotion;
(4) evaluate appropriate biopsychosocial interventions for health problems.

Content:

Definitions of health. Changing patterns of disease in the UK. Inequality and social class. Biopsychosocial and biomedical models of health. Determinants of health behaviour. Preventative medicine and health promotion. Application of theory to change in negative health behaviours.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	32	1
Seminars	4	2
Total hours:	36	

Assessment:

Form	Magnitude	Weighting	Timing
Assignment	1 x 2500 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 1

SHN 1622: INTRODUCTION TO FOOD AND NUTRITION

Credit Value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module, students will be able to demonstrate an understanding of:

(1) demonstrate knowledge and understanding of key nutrients and their functions, and dietary reference volumes (DRVs);
(2) identify legislation and practice in food hygiene and safety;
(3) assess and evaluate the nutrient composition of meals;
(4) plan, undertake, evaluate and present group food product development exercises.

Content:

Introduction to the functions of micro and macronutrients. The role of DRVs in the population. Food safety. Introduction to food poisoning and food-borne disease. Kitchen hygiene and safety of food storage. Food hygiene legislation for food handlers. Students will undertake a programme of practically orientated work, in which they will develop a food product using specified raw ingredients. The nature of the work will be modelled on the development of food products in an industrial setting. Suitable products might include chilled recipe dishes, baked products, sports foods, high energy drinks and the use of novel ingredients. Students will undertake to document the formulation and specification of products. Sensory work will be carried out to assess the acceptability of products. Additional assessment will include costings and nutritional evaluations.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	16	2
Food laboratory Practicals	20	2
Computer practicals	4	2
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Exam	1 x 2 hours	50%	end of sem 1
Assignment	1 x 2000 words	50%	end of sem 2

SHN 1652: **IT FOR HEALTH AND ACTIVITY PROMOTION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate computer application skills and use of software tools for data management and statistics;
(2) collate information from a range of sources and integrate it to make a document accessible for the public;
(3) use design and layout skills to communicate scientific information to the public using text;
(4) apply the above skills to produce resource materials relevant to health and physical activity promotion applications;
(5) communicate information using a range of digitally produced artefacts.

Content:

Introduction and development of software skills. Use of statistical packages Development of skills to produce materials suitable for health and physical activity promotion work eg. a web site, PowerPoint presentation and leaflets.

Learning and Teaching:

Student learning is facilitated by introductory lectures followed by workshops to develop IT and visual communication skills.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	8	1
Workshops	38	1
Total hours:	46	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Artefact and report	1 x 2000 words	50%	end of sem 1
Artefact and report	1 x 2000 words	50%	end of sem 2

Module numbers limited by number of workstations available in teaching room, unless workshop sessions are repeated.

SHN 1662: **RESEARCH METHODS/EXERCISE PHYSIOLOGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an understanding of principles of experimental design;;
(2) identify ethical considerations in research;
(3) undertake preliminary data analysis;
(4) present descriptive data in tabular and graphical form;
(5) critically appraise report writing style;
(6) demonstrate an understanding of the neuro-muscular skeletal system and energy metabolism;
(7) demonstrate an understanding of the functions of the respiratory and cardiovascular systems during exercise and recovery;

Content:

Principles of experimental and non-experimental design; ethical considerations in research. Parametric and non-parametric data. Descriptive statistics; choosing and executing statistical tests to include correlation, regression, t-tests and chi-square. Presentation of data to include graphs, charts and tables. Structure and function of the musculo-skeletal system. Energy metabolism during exercise. The respiratory system, endocrine system, and the haemodynamic response to exercise. Research report writing and format.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	34	1
Computer workshops	10	2
Laboratory workshops	10	2
Total hours:	54	

Assessment:

Form	Magnitude	Weighting	Timing
Practical file	1 x 3000 words equiv.	50%	end of sem 1
Unseen paper	1 x 1 hrs	50%	end of sem 2

SHN 1702: **PROFESSIONAL DEVELOPMENT & PLACEMENT 1**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) write a CV and letter of application;
(2) reflect on personal strengths and weaknesses in professional skills such as effective communication, team work, use of IT, planning, administration, problem solving, inter-personal skills interview skills; develop a personal action plan related to career development;
(3) analyse the aims, procedures and activities of a specific organisation;
(4) apply knowledge and skills gained from studies in college;
(5) demonstrate satisfactory performance across the pre- placement preparation and placement periods.

Content:

Students will undertake a professional development pre-placement programme: career opportunities; employer expectations, placement and career planning and management; writing CVs and letters of application; interview skills.

Students will be placed within an appropriate organisation.

The detailed nature of the placement will be the subject of a formal "learning agreement" between the student, the placement provider and the College.

Learning and Teaching:

Lectures, workshops and tutorials comprise the pre-placement programme which precedes the block placement period.

A pre and post placement tutorial and a meeting during the placement is held between student and professional mentor.

Method	**Student Contact Hours**	**Number of Groups**
Lectures/workshops	10	1
Tutorials	1	100
Placement	6 weeks	100
Total hours:		6 weeks and 11 hours

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Professional development portfolio	1 x 1500 words equivalent	40%	Spread over 4 Months
Placement Report	1 x 2000 words	60%	1 week after Placement
Practical Performance		Pass/Fail	During placement

Placement practical performance is assessed by the College Tutor (Pass/Fail) based on information obtained directly and from the employer's report. A Pass is necessary in the written and practical components of the placement.

A pass is necessary for the Professional Development Portfolio and the Placement.

SHN 1712 **ACTIVE CHILDREN/HEALTH PROMOTION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of the factors influencing children's level and type of involvement in sport and physical activity;
(2) Reflect upon the nature of changes in attitude towards sport and physical activity amongst young people;
(3) Demonstrate awareness of how practical activities might be structured to facilitate children's understanding and skill development;
(4) Discuss a range of relevant health topics such as obesity, eating disorders, substance use and misuse; emotional and mental health;
(5) Write a literature review and make an effective oral presentation.

Content:

Children's understanding and attitudes towards sport and exercise; the relationship between health and physical activity; the gender dimension of physical activity. Influence of family, coach, peers, school, local provision and initiatives. Structuring practical activities for children for effective development of physical and social skills.
Physical activity, nutrition and health; obesity; osteoporosis, diabetes; coronary heart disease; disordered eating; self-esteem; mental health and alcohol and tobacco use and abuse; how to write a literature review and conduct oral presentation skills.

Learning and Teaching:

Lectures will be accompanied by workshops and student presentations.

Method	Student Contact Hours	Number of Groups
Lectures	20	1
Seminars/workshops	8	1
Tutorials	4	4
Student presentations	6	1
Total hours:	38	

Assessment:

Form	Magnitude	Weighting	Timing
Unseen Paper	1 x 2 hrs	50%	end sem 1
Oral Presentation	10 mins	20%	during sem 2 Literature Review
	1 x 1200 words	30%	end sem 2

SHN 1722: PERFORMANCE ANALYSIS & ENHANCEMENT

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of basic anatomy and patterns of movement, including anatomical reference points and planes of movement;
(2) identify the role of biomechanics in the study of human movement and sports performance through the study of kinetic and kinematic principles;
(3) demonstrate an understanding of the design of equipment and properties of materials leading to an appreciation of their role in performance enhancement;
(4) conduct a needs analysis of selected athletic events and fitness activities as a basis for performance enhancement;
(5) apply the basic strength and conditioning principles leading to improved performance;
(6) understand the role of notational analysis in performance enhancement.

Content:

Musculo-skeletal structure and function: muscle mechanics, planes and axes of movement, anatomical reference points.
Kinematics and kinetics.
Training principles for the enhancement of performance variables, e.g. acceleration, velocity, impulse, power and force application.
The role of technology in sports performance and enhancement.
Biomechanical analysis of sport and exercise techniques and the use of notational analysis for understanding tactical application of skills.

Learning and Teaching:

Lectures are accompanied by practical teaching workshops and physiology laboratory practicals and seminars.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Workshops	20	1
Seminar		
Total hours:	40	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Unseen paper	1 x 2 hours	50%	end of sem 1
Case study	1 x 2000 words	50%	end of sem 2

SHN 2602 NUTRITIONAL BIOCHEMISTRY

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

(1) demonstrate an appreciation of the structure and function of principle macromolecules and pathways in the extraction of energy from foods;
(2) explain inter-relationships between selected nutrients at the cellular and molecular level;
(3) demonstrate an understanding of the basic mechanisms of metabolic regulation;
(4) describe a range of common metabolic disorders.

Content:

Fundamentals of absorption digestion and excretion. Nutrient groups and chemical characteristics. Main features of metabolism. Metabolism of fat, protein and carbohydrate regulation of metabolism. Concepts of adequacy and excess. Vitamins, iron, zinc and other trace elements. Antioxidants. Integration of metabolites. Identification of markers of nutritional status.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars/tutorials	10	1
Individual tuition	30 mins	20
Total hours:	30 hrs 30 mins	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40%	End of Sem 1
Unseen Paper	2 hrs	60%	End of Sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of an essay on seminar topic (2000 words)

SHN 2622 **PROMOTING NUTRITION/COMMUNITY FITNESS**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

1. a) evaluate the role of health professionals and nutrition education needs of target groups;
   b) design and plan a programme of nutrition education for a target group.

2. a) evaluate the physiological validity of commercial fitness programmes;
   b) evaluate the quality of health and fitness facilities, classes and instructors;
   c) plan and teach a circuit training class, an exercise to music class or conduct a weights room induction.

Content:

The role of public health nutritionists in the development of initiatives to address health issues such as: diet and cancer, cardiovascular disease, obesity, diabetes mellitus, protecting children's health, the effects of low-income on nutrition.
Planning nutrition education programmes.
Review of guidelines for exercise prescription.
Fitness and health screening: special concerns e.g. asthma, diabetes, pregnancy, young and third age participants.
Evaluation of commercial programmes and quality instruction.
Circuit training, exercise to music and resistance training

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	14	1
Seminars	12	1
Practical workshops	14	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Case study written report	1 x 2000 words	50%	End of Sem 1
Practical teaching and written plan	1500 words equivalent	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a case Study written report (2000 words)

SHN 2662 **RESEARCH METHODS/NUTRITION AND EXERCISE**

Credit Value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

(1) demonstrate an awareness of a range of qualitative research techniques;
(2) appraise the use of a range of research skills and techniques in investigations into sport, health, exercise and nutrition;
(3) plan a small scale research project;
(4) demonstrate an understanding of body composition, energy balance and metabolic rate;
(5) demonstrate an understanding of the aetiology of osteoporosis, diabetes mellitus, cardiovascular disease and obesity;
(6) evaluate the role of nutrition and exercise in the prevention of the above disorders.

Content:

Ethical considerations in qualitative research. Questionnaire-based research; observation-based research; interview-based research. Record keeping and data processing; presentation of results and report writing. Critical evaluation of research papers. Planning small scale research. Body composition; introduction to human metabolism; work and energy; energy requirements and energy intake; Food consumption trends in the UK, nutritional consequences of dietary trends. Socio-economic differences in food consumption. Risk factors and aetiology of nutrition related diseases including hypertension, cardiovascular disease, diabetes, obesity and osteoporosis. Prevention of nutrition-related health problems through diet and exercise.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	28	1
Workshops	4	1
Seminars	3	4
Individual tutorial	0.5	40
Total hours:	35.5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Examination	1 x 2 hrs	50%	End of Sem 1
Examination	1 x 2 hrs	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an examination (1 x 2 hrs)

SHN 2672 **PHYSIOLOGY OF TRAINING I & II**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module the students will be able to:

(1) demonstrate an understanding of physiological changes which occur with regular exercise;
(2) utilise physiological training principles in the planning of training programmes;
(3) demonstrate oral presentation skills;
(4) explain the influence of age and gender on exercise performance and the benefits of exercise training on overcoming some of the physiological deficits associated with ageing;
(5) demonstrate an understanding of the effects of training prior to and during pregnancy;
(6) conduct and report experimental studies.

Content:

Principles of training and their applications of training for endurance, speed, strength, flexibility.
Physiological adaptations and biochemical adaptations to training, supercompensation, overreaching, infection and recovery. Maximal oxygen uptake, oxygen debt, deficit.

Lactate threshold/minimum and onset of blood lactate accumulation. Blood sampling sagety and ethical issues. Physiological consequences of ergogenic use in athletes. Physiological gender differences and the implications. Exercise training during pregnancy. Growth, development and the young athlete. Physiological changes associated with ageing and the effects on performance. Oral presentation skills, Laboratory procedures and report writing skills.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30	1
Workshops (laboratory)	14	2
Seminars	6	2
Total hours:	50	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Group oral presentation	30 mins	20%	during sem 1
Exam	1 x 1 hour	30%	end of sem 1
Practical teaching and written plan	1500 word equivalent	50%	end of sem 2

SHN 2682 **FOOD CULTURE AND BEHAVIOUR**

Credit value: 20
Semester(s) offered: 1 & 2

Objectives:

On successful completion of the module students will be able to:

(1) demonstrate a knowledge of historical, anthropological and cultural perspectives on food;
(2) demonstrate an understanding of social consequences of changing technologies of food production
(3) understand the nature of processes underlying food preference and avoidance;
(4) interpret a relationship between emotional state and eating patterns;
(5) undertake a sensory analysis of foods/beverages and relate findings to physiological and psychological aspects of food choice.

Content:

The relationship between socio-economic factors, social values and food consumption. The role culture plays in determining eating patterns and eating. The political aspects of food production will be introduced through a case study approach. The factors affecting the change in eating patterns. Environmental, cultural, social, physiological, and psychological factors influencing food choices. Eating patterns. Food aversions and avoidance. Children's food preferences. Emotional influences on eating behaviour. Consumer behaviour. Sensorial perception of foods/beverages. Psychology of drinking behavior: mechanisms of thirst; excessive alcohol intake.

Learning and Teaching:

Independent study requirements:
This will involve 160 hours of background reading, data collection, interview preparation and criteria analysis, preparation for the book review and assignment.

Learning and Teaching Method (eg lectures, seminars, tutorial, workshop)	**Student Contact Hours**	**Number of Groups**
Lectures	16	1
Seminars/tutorials	24	1
Total hours:	**40**	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	End of Sem 1
Unseen paper	1 x 2 hour	50%	End of Sem 2

SHN 2722 **PROFESSIONAL DEVELOPMENT PLACEMENT II**

Credit Value: 20
Semesters offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) identify principles of effective interpersonal relationships and team working;
(2) demonstrate knowledge of assessment centre tasks;
(3) reflect on personal strengths and weaknesses and understand appraisal schemes in employment;
(4) apply knowledge and skills gained from studies in college;
(5) demonstrate satisfactory performance across the pre-placement preparation and placement periods.

Content:

Students will undertake a professional development pre-placement programme; interpersonal skills, team working, managing problems at work; assessment centre tasks; appraisal systems in employment.

Students will be placed within an appropriate organisation.

The detailed nature of the placement will be the subject of a formal "learning agreement" between the student, the placement provider and the college.

Learning and Teaching

Method	**Student Contact Hours**	**Number of Groups**
Lectures/Workshops	7	1
Tutorials	1	50
Placement	6 weeks	60
Total hours:	6 weeks and 8 hours	

Assessment

Form	**Magnitude**	**Weighting**	**Timing**
Professional Development Portfolio	1 x 1500 words equivalent	30%	sem 1
Placement Report	1 x 3000 words	70%	1 wk after placement
Practical Performance		Pass/Fail	during placement

Placement practical performance is assessed by the college tutor Pass/Fail based on information obtained directly and from the employer's report. A pass is necessary in the written and practical components of the placement.
A pass is necessary for the Professional Development Portfolio and the Placement.

SHN 2732 **LEISURE FACILITY ANALYSIS/LIFESTYLE RESEARCH**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) consider the ways in which analysis of facilities may inform management and fulfill the needs of the leisure market;
(2) relate the general principles of sound management practice to the specific requirements of leisure and health facilities;
(3) evaluate features of facility management, using a case study approach;
(4) demonstrate knowledge of social and cultural factors affecting participation in leisure activities;
(5) make a critical appraisal of the role of leisure and lifestyle across life stages;
(6) work within a group to conduct a research project targeting a particular aspect of leisure and lifestyle.

Content:

(1) identification of the range of leisure and health facilities and their role and function within contemporary society;
(2) general and specific characteristics of leisure and health facilities, sports, community, arts venues and multi-use venues;
(3) the analytical process: frameworks and tools with application to site visit;
(4) social and cultural factors that affect leisure participation and how these change with lifestage;
(5) conduct small-scale, group-based, research project into leisure lifestyle.

Learning and Teaching:

Semester 1 is primarily lecture-based, although there is an individual site visit and report-back on a SWOT analysis. Semester 2 involves small group work investigating a particular aspect of leisure lifestyle, tutorial support is on-going to facilitate the groups being able to present their findings to their peers at the end of the semester.

Method	**Student Contact Hours**	**Number of Groups**
Lecture – sem 1	20	1
Workshop – sem 2	4	1
Group work – sem 2	16	6
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Assessed Essay	1 x 2000 words	60%	end of sem 1
Group presentation and Accompanying report	20 mins	40%	end of sem 2

SHN 3602 **RESEARCH PROJECT**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to:

(1) plan and carry out a piece of research in a logical and systematic manner, using the appropriate data collection methods;
(2) analyse and interpret results;
(3) present findings clearly and concisely in a poster, orally and in a formal report.

Content:

A research project will be undertaken on a topic agreed with the supervisor. This will include original research and data collection. This may involve the use of techniques including: case studies, dietary surveys, laboratory work, interviews, surveys. Students will be encouraged to comment on the significance of their results in relation to the work of other researchers and communicate their findings coherently.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	2	1
Individual tuition	3	40
Total hours:	5	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Project Proposal	1 x 1000 words	20%	by week 7 Sem 1
Project report	1 x 5000 words	80%	End of Sem 2

Students are not permitted to take a half-module

SHN 3612 **NUTRITION AND HEALTH POLICIES**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to demonstrate:

(1) a critical appraisal of key recommendations of government reports;
(2) comprehension of the background and rationale for nutrition and health policy;
(3) understanding of the implementation of strategies developed to address requirements of health policy;
(4) knowledge of health needs throughout the lifecycle.

Content:

National perspectives on health strategies and their implementation. Focus on sub populations including, the elderly, school children, infants, pregnant and lactating mothers. Approaches to high risk behaviour e.g. drinking, smoking, overeating. Consideration of policies at local and national level concerning cardiovascular vascular disease, cancer, obesity and other metabolic disorders. Surveillance and epidemiology.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	8	1
Seminars/tutorials	16	1
Visit, eg local health event	3	
Total hours:	27	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	End of Sem 1
Seminar presentation			
Written report	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an essay (2000 words)

SHN 3622 **FOOD PRODUCTION AND MANUFACTURE**

Credit value: 20
Pre-requisite: Must pass SHN2602
Semester(s) offered: 1&2

Objectives:

On completion of the module students will be able to:

(1) demonstrate an understanding of the value of science and technology in food production;
(2) demonstrate an awareness of key considerations in the formulation and safe production in manufactured food;
(3) evaluate ingredients and technologies with regard to appropriateness, safety, consequences and to make suggestions for alternatives;
(4) recognise the methodology used in the development of new products.

Content:

New techniques in food production and preservation. Food hygiene issues. Production of baked goods and dairy products. Processing techniques for fruit and vegetables. Determination of food quality and nutritional value. Consideration of the use of enzymes, food additives, and biotechnological innovations. Use of novel ingredients. Formulation and manufacture of sports foods and drinks. Food marketing considerations.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30	1
Practical	12	1
Including visits	2	1
Total hours:	44	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Laboratory practical file	1 x 2500 words	40%	End of Sem 2
Unseen paper	1 x 2 hrs	60%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a practical workshop file and written report (equivalent to 2000 words)

SHN 3642 **EATING DISORDERS/NUTRITION AND PERFORMANCE.**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to demonstrate:

(1) demonstrate an understanding of the nature and underlying psychopathology of eating disorders;
critically appraise theoretical explanations for aetiology of eating disorders;
demonstrate an understanding of approaches to diagnosis and therapy;
conduct, report and evaluate a semi-structured interview.

(2) Analyse and evaluate dietary intake and nutritional needs of participants in a range of activities
evaluate the role of a range of ergogenic aids and dietary supplements designed for the sports market;
plan diet regimes and give well-informed dietary advice to individuals and groups of participants in a wide range of sport and exercise settings.

Content:

The nature of anorexia nervosa, bulimia nervosa and binge eating syndrome. Psychological, social and cultural theories of the aetiology of eating disorders. Approaches to therapy. Family dynamics. and their role in the aetiology and recovery of sufferers of disordered eating.
Ethical considerations.
Energy systems; aerobic and anaerobic exercise. Fat and carbohydrate metabolism during exercise; carbohydrate loading. Food supplements and ergogenic aids. Fluid balance and sports drinks. Nutritional beliefs and attitudes of exercisers and sports performers. Advanced dietary analysis. Dietary management and meal planning for participants in varied settings.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	12	1
Seminars/tutorials	12	1
Total hours:	24	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Interview transcript and report	1 x 2000 words	50%	End of Sem 1
Dietary analysis report for a performer	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of10 credits will be assessed on the basis of an interview transcript and report (2000 words)

SHN 3662 **ELITE PHYSIOLOGY /NUTRITION AND PERFORMANCE**

Credit value: 20
Pre-requisites: Must pass SHN 2672
Semester(s) offered: 1& 2

Objectives:

On successful completion of the module students will be able to:

1. demonstrate an understanding of the immunomodulatory effects of severe exercise stress.
   determine the physiological, metabolic and biochemical changes that occur during short-term maximal sprint exercise.
   utilise and apply previously acquired physiological and biochemical knowledge to aid the understanding of the effects of severe heat stress on the elite performer.
   demonstrate an understanding of the effects of high volume training on the hypothalamic - pituitary axis in female athletes, how such disruption interrupts normal bone metabolism and how these problems associate with eating disorders in the female athlete.

2. analyse and evaluate dietary intake and nutritional needs of participants in a range of activities;
   evaluate the role of a range of ergogenic aids and dietary supplements designed for the sports market;
   plan diet regimes and give well-informed dietary advice to individuals and groups of participants in a wide range of sport and exercise

Content:

Physiological adaptations to training, overtraining, muscle damage, staleness, recovery, infections of the respiratory tract, immune function, immunosuppression, neutrophil function, phagocytosis, role of glutamine. Physiological, biochemical and metabolic changes associated with short high intensity exercise, recovery, role of glycogen and phosphocreatine. Menstrual status, amenorrhea, osteoporosis, hypothalamic-pituitary axis and menstrual disruption.

Energy systems: aerobic and anaerobic exercise.
Fat and carbohydrate metabolism during exercise: carbohydrate loading.
Food supplements and ergogenic aids.
Fluid balance and sports drinks.
Nutritional beliefs and attitudes of exercises and sports performers.
Advanced dietary analysis.
Dietary management and meal planning for participants in varied settings.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	48	1
Workshops	6	2
Total hours:	54	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Experimental report	2500 words	50%	End of Sem 1
Dietary analysis report	2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an Experimental Report (2500 words)

SHN 3702 **EATING DISORDERS/GENDER, AGE AND NUTRITION**

Credit value: 20
Semester(s) offered: 1& 2

Objectives:

On completion of the module students will be able to demonstrate:

1. an understanding of the nature and underlying psychopathology of eating disorders;
   a critical appraisal of theoretical explanations for the aetiology of eating disorders;
   an understanding of approaches to diagnosis and therapy;
   the ability to conduct a semi-structured interview.
2. knowledge of biochemical and physiological characteristics of males and females in relation to nutritional requirements through the human life span;
   an understanding of factors relating to gender and age related nutritional disorders

Content:

The nature of anorexia nervosa, bulimia nervosa and binge eating syndrome. Psychological, social and cultural theories of the aetiology of eating disorders. Approaches to therapy. Family dynamics. Nutritional and physiological factors relating to children's, men's' and women's health. Women's health from the psychological perspective. Nutritional requirement through the life span of males and families. ender specific behaviour eg alcohol consumption, food supplementation. Nutritional adaptation in growth, pregnancy, starvation/dietary restriction and exercise. Calcium and bone health. Breast and colon cancer. Coronary heart disease, Obesity.

Assessment:

Form	Magnitude	Weighting	Timing
Interview transcript and report	1 x 2000 words	50%	End of Sem 1
Essay	1 x 2000 words	50%	End of Sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of an interview transcript and report (2000 words).

SHN 3712 **APPLIED SPORT PSYCHOLOGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge and understanding of psychological factors affecting participation and performance in competitive sport and health and fitness-related physical activity;
(2) demonstrate knowledge, understanding and critical evaluation in the selection process of specific psychological skills for performance problems;
(3) offer advice to performers and their coaches on psychological methods of optimizing performance.

Content:

Performance profiling and the role of the sports psychologist.
Sports psychologists: framework for working with athletes.
Applied techniques:- motivational techniques – goal setting; stress management/anxiety training, attentional/concentration control training.
Improving group dynamics: leadership, cohesion.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30	1
Tutorials	2 x 15mins	Per student
Total hours:	30hrs 30min	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Oral presentation	20 mins and accompanying 1000 word notes	30%	end of sem 1
Case study	1 x 2500 words	70%	end of sem 2

SHN 3722 **PHYSICAL ACTIVITY AND HEALTH TRAINER**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) identify the role of the 'health trainer';
(2) demonstrate knowledge and understanding of psychological and environmental factors affecting health behaviours;
(3) support individuals in learning how to make better health choices and support them in initiating and sustaining appropriate behaviour changes;
(4) facilitate small group active learning sessions;
(5) critically evaluate their developing competences as a health trainer;
(6) critique current interventions for active living.

Content:

The role, skills and competences of the health trainer;
behaviour change theories and models: a critique;
environmental change framework;
motivational interviewing: underpinning concepts, strategies and techniques;
exemplars of individual and community strategies for active living;
groupwork facilitation methods;
ethical considerations;
writing a self-reflective log and action planning.

Learning and Teaching:

Semester 1 will use lectures and seminars.
Semester 2 involves introductory workshops and independent student practical work with individuals and groups supported by tutorials. The work undertaken will be negotiated between the client(s) and the trainer, be subject to a contract and must be agreed by the tutor.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminars	4	2
Workshops	4	2
Independent experience	12	
Tutorials	2 x 30mins	20
Total hours:	41	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	40%	end of sem 1
Report	1 x 2500 words	60%	end of sem 2

Students will be assisted to access an appropriate 'setting' for their practical work with clients, e.g. through the Institute of Well-being, College Cooking Skills workshops, working in schools or sports facilities.

SHN 3734 **DISSERTATION**

Credit value: 40
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) define and justify a proposal suitable for a study of 10,000 words.
(2) plan and carry out a piece of research in a logical, ethically acceptable and systematic manner using the appropriate data collection methods;
(3) analyse and interpret results
(4) present finding and conclusions clearly and concisely and evaluate the research process in reponse to questioning;
(5) write and appropriately sectioned dissertation of 10,000 words.

Content:

The individual student will negotiate with a turor a topic for research reflecting personal interest and areas, or approaches, previously introduced in the programme. This will include original research and data collection and will involve the use of techniques such as case studies, dietary survey, laboratory work, interviews and surveys. Students may undertake a discipline-based, or professionally focused, study, e.g developing and testing a marketing initiative, a nutritional behaviour change programme, or an educational intervention. Students will be required to comment on the significance of their results in relation to the work of other researchers and communicate their findings coherently.
There will also be opportunities for students to undertake research for external organisations under careful supervision with both the tutor and outside mentor. Only students undertaking the 40 credit module will be eligible for this opportunity.
Proposals requiring ethics approval are submitted to the department Ethics Committee.

Learning and Teaching:

Method	Student Contact Hours	Number of Groups
Lectures	4	1
Tutorials and viva	5	Per student
Total hours:	9	

Assessment:

Form	Magnitude	Weighting	Timing
Research Proposal	1 x 1000 words	Pass/Fail	sem 1
Presentation (oral)	10 mins	20%	end of sem 2
Written dissertation	1 x 10,000 words	80%	end of sem 2

Students are not permitted to take a half module

SHN 3742 **SPORT INJURY/SPORT THERAPY**

Credit value: 20
Pre-requisites: Must pass SHN1662 or SHL1382
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the biomechanical properties of human tissue structure and how imposed loads can elicit injury;
(2) Critically analyse the various factors that affect injury risk;
(3) Demonstrate an understanding of the injury diagnosis process;
(4) Apply psychological strategies to enhance rehabilitation
(5) Apply physiological knowledge to the understanding of the body's tissue repair process, its influence on stages of injury rehabilitation and recovery from intense training;
(6) Demonstrate the ability to prescribe alternative activities to maintain fitness during the injury/rehabilitation period;
(7) Identify the role of the sport therapist, particularly as part of the holistic injury management team;
(8) Demonstrate practical knowledge of the application of a range of treatment modalities used during the rehabilitation process;
(9) Critically evaluate the evidence base supporting a range of treatment modalities and remedial techniques.

Content:

The causes of injury and the mechanisms by which they occur, with respect to the mechanics of injury and loading. Injury risk, including the effects of training-related errors, equipment, footwear, surfaces and abnormal biomechanics. Risk assessment of a range of sporting activities and environments.
Definition and diagnosis of injury: the importance of relating the history and the presentation of injury in making accurate diagnosis. Assessment tools, treatment plans and techniques.
Psychology of injury.
Rehabilitation process/stages, with attention to the physiology of tissue repair. Programme design and alternative exercise prescription.
Role of the sport therapist within an athlete's support team/holistic injury management team. Roles of physiotherapist, sport medic and sport scientist, strength and conditioning coach.
Ethixal considerations. Physiotherapy treatment strategies/techniques such as taping & screening, cold, heat, electrical and alternative therapies. Particular emphasis will be given to basic sport massage techniques. Evidence base underpinning the effectiveness of treatment methods/modalities and current practices/procedures.

Learning and Teaching:

Independent study will be 160 hours made up of research and reading.

Method	**Student Contact Hours**	**Number of Groups**
Lectures	30	1
Workshops	10	2
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Critical literature review	1 x 2000 words	50%	end of sem 1
Case study report	1 x 2000 words	50%	end of sem 2

SML 1442 **ENGLISH AS A FOREIGN LANGUAGE**

Credit value: 20
Pre-requisite: IELTS Band 5 or equivalent
Students whose first language is English may not register for this module.
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) understand and synthesise information from various sources;
(2) communicate clearly and effectively in English;
(3) develop effective listening , note-taking and writing strategies appropriate to their chosen programme of study;
(4) understand a range of aspects of British life and culture.

Content:

The module will enable students to improve their reading, listening and speaking skills for both formal (eg presentations) and informal (eg participation in discussion and seminars) contexts.

It will cover the structural elements of English Language and also explore aspects of British life, including government and politics , society and culture, education and religion.

The module will enable students to acquire the skills needed to learn from academic texts, listen to lectures and take notes in an English-speaking college environment and include work on listening and reading skills, note-taking, seminar participation, research techniques, writing essay and taking examinations.

Subject-specific material will be included for students on degree programmes who need to understand specialist terms and key concepts for example in Business Studies, Marketing and Media.

Learning and Teaching Methods:

The module will be delivered in seminar format to allow maximum discussion and use of English Language.

Method	Student Contact Hours	Number of Groups
Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 1500 word equivalent	25%	by end of sem 1
Portfolio	1 x 1500 word equivalent	25%	by end of sem 2
Exam	1 x 1 hour	25%	end of sem 1
Exam	1 x 1 hour	25%	end of sem 2

This module is compulsory for all international students registered on an undergraduate degree programme at level 1, whose first language is not English.

SPP 1512: **SPANISH FOR PROFESSIONAL PURPOSES: BEGINNERS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) understand and process information in Spanish in the context of a short visit to Spain;
(2) communicate in Spanish basic information and needs in the context of a short visit to Spain;
(3) understand at a simple level key aspects of social, cultural and professional life in Spain.

Content:

The module will be based on the theme of a short visit to Spain, combining work and pleasure and focusing on topics such as:

(1) Introducing yourself and friends/colleagues and making initial contacts;
(2) Finding your way around / accommodation;
(3) Basic travel arrangements;
(4) Food and drink;
(5) Talking about your professional and cultural interests;
(6) Student life and activities.

Students will be expected to complete a range of communicative tasks and activities related to the topics studied.

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Other	2 x Dossiers of assignments	25% each	by end of each Sem
Practical Class test including reading, writing, listening and speaking skills	max two hrs	50%	end of sem 2

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of one dossier of assignments (50%) and a class test maximum one hour (50%) at the end of the appropriate semester.

THE 3302 **THE ORIGIN OF CHRISTIANITY 1-100 AD**

Credit Value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module students will be able to demonstrate:

(1) a knowledge of how the Christian Church developed out of Judaism and developed through the first century;
(2) a knowledge and understanding of the social organisation and leadership of the early Church;
(3) an understanding of the worship, prayer and ethics of the early Church;
(4) a critical understanding of the theological contributions of Paul and John;
(5) an ability to analyse and evaluate relevant biblical texts.

Content:

Religious parties in Israel, 28-70 AD;
the sociology of the early Christians;
leadership, order and organisation in the early Church;
early Christian prayer and worship (inc. baptism and eucharist);
New Testament ethics;
the life of Paul and theological themes in his letters, esp. justification by faith; the contribution of John.

Learning and Teaching:

Method	**Student Contact Hours**	**Number of Groups**
Lectures	20	1
Seminar	10	4
Total hours:	30	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
1 essay	2000 words	50%	Essay submitted half way through the module
Unseen paper	2 hrs	50%	End of year

Students permitted to take a half-module for the award of 10 credits will be assessed on the basis of a 2000 word essay at the end of Semester 1.

THE 3502 **RELIGIONS AS REPRESENTATION: ETHICS IN THE GLOBAL VILLAGE**

Credit value: 20
Pre-requisite: available to Primary Education student only
Semester offered: 1&2

Objectives:

On successful completion of the module students will be able to demonstrate:

demonstrate a detailed knowledge of the values expresses in the sacred texts and practices of two Faith communities.
demonstrate critical engagements with theoretical approaches that facilitate debates in global ethics;
observe, analyse and evaluate, in relation to two Faith communities, issues of significance where the global and local intersect;
demonstrate group-working skills, including project planning and co-ordination; engage in independent research with accurate enquiry and analysis; and communicate the results via report-writing and oral presentation.

Content:

Students will explore key issues relating to peace and conflict; ecology and sustainable development; and issues related to human rights in the context of textual, ritual, ethical and aesthetic expressions of two faiths. Two faiths will be selected from, for example, Christianity, Buddism, Islam, Judaism. Students will critically evaluate religious contributions to debates of global significance by undertaking fieldwork within specific local contexts; including, for example, engagement with artists working in inner city projects of regeneration. In this way, they will develop a sophisticated understanding of how in a world competing values, fragmentation and instant reporting, faith communities can contribute to the development and practice of sustainable global ethics.

Learning and Teaching:

Learning will be facilitated through a combination of workshops, tutorials and fieldwork. A strong emphasis will be placed on the development of idependant research skills, including the exercise of initiative and complex decision making in initiating and carrying out project work.

Method	**Student Contact Hours**	**Number of Groups**
Workshops	22	1
Tutorials	2	Individual
Fieldwork	6	1
Total hours:	30	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Group Oral presentation	15 mins	20%	Sem 2
Report with Portfolio	1 x 1500 words	30%	Sem 2
Assessed essay	1 x 2500 words	50	Sem 2

TRS 1102: **PHILOSOPHY FOR THEOLOGIANS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate knowledge of the specific ways in which philosophical positions have had an impact on issues in theology
(2) demonstrate an understanding of the historical context in which contemporary philosophical discussion about religious matters has arisen
(3) demonstrate that they can engage with and enter into intellectual dialogue with the work of specified philosophers
(4) demonstrate critical and analytical skills through the analysis of philosophical texts and arguments KIT

Content:

The first part of the module will provide an overview of the nature of philosophy and philosophical enquiry; a brief history of philosophy; and an introduction to key questions in the philosophy of religion such as faith and reason, fideism and evidentialism, knowledge and God.

This will lead on to consideration of how philosophical ideas have been employed in relation to theology and theological problems. Topics and authors to be explored may include (for example):

arguments for the existence of God (Aquinas, Paley, Descartes, Kant)
the soul, life after death, and the mind-body problem
religious language – talking about God (Ayer, Wittgenstein, postmodernity)
epistemology and the status of religious truth claims (Kierkegaard, Plantinga)

Learning & Teaching

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

TRS 1202: **ETHICS – PHILOSOPHICAL AND THEOLOGICAL**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) identify and distinguish between the most typical moral theories and some of the less textbook-bound approaches to moral philosophy;
(2) demonstrate an understanding of the variety of moral sources, norms, concepts and methods within Christian and some other traditions of moral thinking;
(3) analyze and construct philosophical and theological arguments using a variety of moral and social sources;
(4) distinguish between matters of bias, preference, taste and choice, and show a capacity for self-criticism;
(5) work in a group and use teaching aids to present and analyse a moral issue. KIT

Content:

Learners will be introduced to the foundational concepts of ethics as construed in the philosophical sense as well as the theological. A range of themes and topics will be explored, with a particular focus upon the differing but interrelated models of morality, for instance, morality as law, as inner conviction, as emotivism, virtue, conscience and faithfulness.

Other themes which will be explored will include, for example, cultural and subjective relativism, the sources of ethics, including Christian ethics, virtue ethics, utilitarian and consequentialist interpretations of the good, as well as the role of tradition and the Bible in moral decision making. Students will also be given the opportunity to engage with the debate on the specificity of Christian morality, in order to determine what, if anything, is unique about Christian ethics. The question of inter-faith dialogue will also be discussed, with a view to determining how one can belong to a tradition which sustains the quest for goodness without being completely determined by it.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; formal assessment by presentation to the rest of the group; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Method	**Student Contact Hours**	**Number of Groups**
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 1500 words	30%	end of sem 1
Group presentation	20 minutes	30%	semester 2
Examination	1 x 2 hours	40%	end of semester 2

TRS 1302: THEOLOGICAL THEMES I: FAITH AND REVELATION

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the basic tenets of the Christian faith, as set out in the Apostles' Creed, and the ways in which these tenets have been revealed and developed over the centuries through scripture and other theological writings
(2) Demonstrate an awareness of a range of different ways in which Biblical texts have been interpreted to communicate an understanding of faith [focusing on the Book of Revelation]
(3) Discuss specified primary and secondary texts in relation to their historical contexts
(4) Discuss specified primary and secondary texts, and the ideas developed in them, in relation to their own beliefs
(5) Show awareness of how acceptance and understandings of Christian belief have changed over time

Content:

The following topics will be covered:

- The nature of Christian faith and the means by which it has been revealed and recorded by the church
- The basic articles of faith as expressed in the Apostles' Creed, including the virgin birth, death and resurrection of Christ, the nature of God and the Holy Spirit, the Trinity
- Interpretation of these basic articles of faith by major theologians (for example Augustine, Aquinas, Barth, Rahner, Kung, Lash, Gunton, von Balthasar)
- The formation of the creeds
- Introduction to hermeneutics though close study of selected texts from different traditions (for example Origen, Luther, Orthodox, Feminist, Liberation Theology, the Syriac tradition, Jewish understandings of exegesis)

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; formal assessment by presentation to the rest of the group; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Analysis of texts	1 x 2000 words	50%	end of sem 1
Examination	1 x 2 hours	50%	end of sem 2

TRS 1402: **TEXTS AND CONTEXTS I: NEW TESTAMENT TO NEW WORLD**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a basic knowledge of the distinctive periods of Christian theology (in both the West and the East) from apostolic times to the end of the late Medieval period (c.1500)
(2) Demonstrate an awareness of the relevant historical and cultural background to these periods of theological thought
(3) Demonstrate an understanding of specific theological ideas and arguments from translated primary sources of the time and appropriate secondary material
(4) Read and discuss primary sources in appropriate modern English translation
(5) Construct a clear argument in good English, supported by references to sources, carried out to an academic standard

Content:

The module will provide a survey, illustrated by lectures, of the successive periods of Church History from its inception to the pre-Reformation period in Europe. Specific themes to be covered may include (for example): the role of martyrdom in the early church; the ecumenical Church councils; the evangelisation of England; eastern Christian spirituality; and the rise of monasteries and universities.

Detailed study of a selection of texts will be conducted through seminars. Texts to be studied may include (for example): Eusebius, Ignatius, Athanasius, Ephraim the Syrian, Augustine of Hippo, Gregory of Nyssa, Bede, Dionysius, Aquinas, Abelard, Symeon the New Theologian, The Cloud of Unknowing, Julian of Norwich. Specific skills relevant to the study of the texts, such as decoding, note-taking, effective use of sources, essay preparation and group work, will be developed through workshops.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; formal assessment by presentation to the rest of the group; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Method	**Student Contact Hours**	**Number of Groups**
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Summary of selected Primary source	1 x 250 words	20%	semester 1
Group presentation		20%	During sem 1 & sem 2
Essay	1 x 1500 words	30%	end of sem 1
Essay	1 x 1500 words	30%	end of sem 2

TRS 1502: **'AND GOD SPAKE': AND INTRODUCTION TO THE OLD TESTAMENT (HEBREW BIBLE)**
Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of what the Hebrew Bible is and how came to be written
(2) Demonstrate understanding of how biblical texts can be read in terms of different genres (eg history, myth, legend, narrative, poetry etc)
(3) Demonstrate an understanding of some of the techniques of modern biblical criticism (eg literary, social scientific, feminist, post-modernist etc)
(4) Demonstrate appreciation of the significance of key moments in Israelite history
(5) Discuss key themes in Old Testament theology
(6) Demonstrate an understanding of the nature of prophecy in the Hebrew Bible

Content:

A range of topics will be introduced and discussed, which may include the following

- The Bible as Library
- Initial examination of the book of Jonah. What do we mean by 'historical'?
- What is Biblical 'criticism'?
- An examination of literary genres
- Overview of the history of the Hebrew peoples
- Examination of TANAK (the Pentateuch, the Historical Books, the Prophets, Wisdom Literature) with close reading of particular sections
- The concept of 'Messiah'

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

TRS 1622 **STORIES IN PERFORMANCE: SACRED VOICES**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge and understanding of key stories and of associated cultural contexts in a range of world religions, including Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism;
(2) Demonstrate critical understanding of the role stories play in the interpretation of human feeling and experience, and in the dynamics of community life, and as instructors for the maintenance and development of values and religious practices;
(3) Demonstrate critical awareness and practical skills appropriate for using stories from different cultural traditions to facilitate understanding of difference and respect for diverse cultural traditions;
(4) Apply knowledge and understanding through exercises in creative adaptation, and demonstrate presentational skills appropriate to short oral performance.

Content:

The module will offer students an introduction to key stories from the traditions of six world religions, together with extracts from the writings of contemporary writers. These will be studied in their historical and contemporary cultural contexts, and with a focus on exploring the significance of stories both for the individual reader/listener and for religious communities. Specialist terms will be examined, for example, myth, religious allegory, hero, plot, symbol, sacred and secular, and the students' tasks will raise and clarify questions about the ways in which story structures interpret human experience and imply moral and ethical meanings. Students will consider such topics as the ritual re-enactment of stories by faith communities; and ways in which stories may be both used and misused. The approach is experiential, in that students will make adaptations of selected stories, and demonstrate what they have learnt in creative performance.

Learning and Teaching

The course will be taught in workshops with tutor presentations and supported by field trips; group exercises during which students will explore ways of using and presenting stories to children; group discussions based on students' preparatory reading; student presentations of researched tasks; and imaginative performance re-creating, for example, an ancient text within a contemporary context.

Method	Student Contact Hours	Number of Groups
Workshops	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Portfolio	1 x 1500 words	25%	sem 1&2
Group presentation	15 mins	25%	sem 2
Essay	1 x 2000 words	50%	sem 2

This module supports and promotes the importance of story telling in school, linking with literacy and a range of cross-curricular themes. Stories in school are closely linked with issues that arise through PSHE, Citizenship and Religious Education. Potentially, stories contribute significantly to Collective Worship, and to the school ethos, developing for individuals and for the community both self-worth and an interest in global issues.

TRS 1642 **MULTI-SENSORY LEARNING: THE LANGUAGE OF CREATIVE ARTS IN SPEAKING OF THE DIVINE**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge and understanding of significant multi-sensory expressions of the Divine in 6 world religions;
(2) Demonstrate a critical appreciation of theoretical perspectives developed by religious thinkers and educationalists, to interpret the significance for individuals and communities of multi-sensory expressions of the Divine;
(3) Work individually, or collaboratively in small groups, to create an aesthetic expression that conveys in traditional or contemporary terms an exploration of the nature of the Divine;
(4) Reflect on the value and implications, from cultural and ethical perspectives, of working to produce an artifact in a religious context.

Content:

This module will provide students with an introduction via the creative arts to the diverse attempts of individuals and communities to speak of the Divine. The traditions and practices of six world religions will be considered, and knowledge/understanding will be developed through a study of the human experience of the Divine articulated by different artistic media within specific social and cultural contexts. Opportunities for developing sensitive use of the five senses will be provided, and students will reflect critically on their experience, and receive practical skills training as they research and plan and create an aesthetic expression which represents some aspect of their perception of the Divine. Wide-ranging exploration of aesthetic media will include:

- Film as a reflective tool to engage with Christianity, Islam, and issues of contemporary debate within the British-Asian communities;
- the Visual Arts as a means of extending and challenging religious traditions;
- Dance and the human body as medium for the sacred;
- Architecture and the construction of sacred space, both open and closed, in different traditions;
- Food and abstinence within religious tradition;
- and Music that builds faith within orthodoxy, or which may express the feelings of the oppressed.

Learning and Teaching:

The workshops for this module will be supported by students' input from preparatory reading. Delivery will be by seminar, workshop and field trip visits to key sites. Seminars will include tutor presentations, facilitating experiential learning, small group activities and discussions. Students will use workshop time to explore ways of creating a specific artifact or a performance that communicates in visual, auditory, or kin-aesthetic terms an expression of the human understanding of the Divine. Individual preparation activities will include simple research tasks, trying out ideas to share within the group, and reflective writing, as well as more conventional study tasks.

Method	**Student Contact Hours**	**Number of Groups**
Seminars, workshops, and field trips	36	
Tutorials	4	
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Portfolio of reflective writing	1 x 1500 words	25%	sem 1&2
Group /individual presentation of aesthetic performance	15 minutes	25%	sem 1&2
Essay	1 x 2000 words	50%	end of sem 2

TRS 1802 **Method and Theory in the Study of Religions**

Credit value **20**
Semester(s) offered **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge of a variety of approaches to interpreting religions;
(2).Critically assess the validity of various approaches to interpreting religions;
(3).Demonstrate detailed knowledge of the key issues in religious studies, and the reasons for their significance;
(4) Apply a variety of theories to resolving key issues in religious studies.

Content:

This module will introduce students to the methods and theories utilised in religious studies, and to the application of these to specific issues in the subject. The first part of the module provides an overview of the different approaches to religions and the theoretical tools for interpreting and understanding their nature(s). Themes covered in this semester include the sociology and psychology of religion, the nature of comparative religions, philosophy and phenomenology of religion, religion and postmodernism, and connected issues. The module's second part consists of an exploration of how these approaches have been utilised in relation to key issues in religious studies, including religious diversity, religious and social communities, politics and values, secularisation, gender, ethnicity, and other related issues.

The following is an indicative outline only, and precise details are subject to revision in the Module Handbook:

PART 1: Method & Theory

- What is Religion? Scripture & Tradition, Creed & Praxis, God & Transcendence.
- Sociology of Religion (Durkheim, Weber, etc.)
- Psychology of Religion (Freud, Jung, etc.)
- History, Anthropology & Religion
- Phenomenology of Religion
- Religion, Culture and the Human Self (Schleiermacher, Otto)
- Religion & Revelation (Barth)
- Comparative Religion
- Religion in Modernism and Postmodernism (Baumann, Derrida)

PART 2: Key Issues

- Religious Diversity (Hick, Rahner)
- Religious Community (Ecclesiology, etc.)
- Morality, Politics and Values
- Secularisation
- Gender
- Ethnicity
- Religion in the Media
- Faith & The Insider/Outsider Problem
- The Justification of Religious Belief

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Learning and teaching method	Student contact hours	Number of groups and their size

Lectures / Seminars *These will normally include 20 hours of lecture and 20 hours of seminar provision, usually offered as a 1-hour lecture per week, followed by a 1-hour seminar. However, this pattern may be modified to best suit module needs.*	40	1
Total hours:	40	

Assessment:

Component form	Magnitude	Weighting	Timing
Essay	1 x 1500 words	30%	end of sem 1
Presentation	20 minutes	20%	semester 1 or 2
Exam	1 x 2 hours	50%	end of sem 2

Presentation:
Students will be asked to take a particular religious tradition and assess one or more of the theories examined in the module, looking at how they apply to that particular religious position / community / tradition.

Exam:
Composed of 2 parts: the first will cover method and theory in the study of religions; the second will cover key issues in religious studies.

TRS 1902 **Varieties of Religious Experience: An Introduction to World Religions**

Credit value **20**
Semester(s) offered **1&2**

Objectives:

On successful completion of the module, students will be able to demonstrate:

1. an understanding of the basic contours of the major world religions, including their fundamental tenets and traditions;
2. a knowledge of various ways in which people engage with and experience religions;
3. an understanding of sociological and psychological approaches to religious experience and behaviour;
4. an ability to analyse and critically discuss evidence for religious experience and practice;
5. an ability to conduct research into the varieties of religious experience, using print and online resources

Content:

This module will introduce the field of World Religions, through the exploration of the varieties of ways in which believers engage in and experience the major world religions. Students will explore the background history and fundamental texts and tenets of key religious groups, and address such questions as:

- How do the texts and traditions of various religions inform their practice?
- What are the differences between intellectual and experiential religious traditions?
- What is the relationship between belief and practice?
- How do tradition and culture shape the religious experience of the individual in various world religions?
- Is there a shared religious experience common to diverse traditions?

The field of World Religions will be opened by studying the basic tenets of the major traditions, including their texts, exploring the living forms of these religions through investigation of formal worship and collective religious behaviours, alongside personal experiences of conversion, prayer and ecstasy. In addition to the major world religions as wholes, more specific sub-groups addressed may include Christian mysticism (eastern and western); Pentecostalism; Quaker customs; Sufi mysticism; tantra; shamanism; pilgrimage in various religions; and others.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required. A portfolio will be used to collect smaller written assignments throughout the module, which may comprise brief research texts, learning journals, reading summaries, etc.

Learning and teaching	**Student contact hours**	**Number of groups and their size**
Lectures / Seminars *These will normally include 20 hours of lecture and 20 hours of seminar provision, usually offered as a 1-hour lecture per week, followed by a 1-hour seminar. However, this pattern may be modified to best suit module needs.*	40	1
Total hours:	40	

Assessment:

Component form	**Magnitude**	**Weighting**	**Timing**
Portfolio of Exercises	1 x 2500 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

TRS 2102 **Existentialism**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a detailed knowledge of the philosophical positions of key writers in the history of Existentialism
(2) critically analyse and compare these positions and the texts in which they are presented
(3) demonstrate an appreciation of how these philosophies have been applied to understanding human existence and themes such as death, identity and the individual in society
(4) engage with the presentation of philosophical ideas and positions related to Existentialism in a variety of different media such as essays, novels, plays or films

Content:

The module will introduce students to key thinkers in the history of Existentialism and help them to critically assess the philosophical positions formulated by those thinkers.

Beginning with precursors of Existentialism such as Kierkegaard and Nietzsche, who were responding to the modern identity crisis and were dissatisfied with the solutions offered by Western academic philosophy, the module then looks at the attempts to formulate Existentialism as a new philosophical method and system by Heidegger, Sartre and Jaspers, before turning to engagements with the question of human existence in literature (Kafka and Camus) and the application of this to theology (Bultmann, Tillich, and Macquarrie). The second part of the module then looks at how these positions have been applied to the central questions of human existence that have provided the recurring themes of Existentialist writers, including selfhood, death, freedom, sin, and the question of God.

Throughout the module, these positions and ideas will be explored through their presentation in a variety of media, students being given extracts from different sources which may include philosophical works (for example Kierkegaard's *Concluding Unscientific Postscript*, Sartre's *Being and Nothingness*); devotional literature (for example, Kierkegaard's *Upbuilding Discourses*); aphoristic writing (for example Nietzsche's *Thus Spoke Zarathustra*); novels (for example, Kafka's *The Trial*, Camus' *The Outsider*); plays (for example, Sartre's *No Exit*); and film (for example, *The Prisoner*, *The Trial*, *The Matrix*, *I ♥ Huckabees*).

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; formal assessment by presentation to the rest of the group; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans if required.

Method	**Student Contact Hours**	**Number of Groups**
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2000 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

TRS 2202 **Body: Bio-ethics and sexual ethics**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of key scientific advances and cultural trends, and identify the ethical issues arising from them
(2) Demonstrate a detailed knowledge and understanding of various contemporary debates in theological bio-ethics and sexual ethics
(3) Identify theological resources from scripture, tradition and contemporary writings and bring these to bear in discussion of issues in bio-ethics and sexual ethics
(4) Critically analyse and evaluate the arguments of various parties in these contentious areas

Content:

A range of issues in bio-ethics and sexual ethics will be introduced and discussed, which may include (for example):

- gender, sexual identity and orientation
- the nature of marriage
- the role of the Bible in sexual ethics
- civil partnerships
- ordination of homosexuals
- genetic technologies (food and crops; medicine)
- stem cell research
- abortion
- euthanasia
- disability
- personhood, the status of non-human animals, debates about vivisection

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and formative feedback on the Semester 1 essay.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

TRS 2302 **THEOLOGICAL THEMES II:CREATION AND RECREATION**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate a knowledge and understanding of the language of Christian beliefs concerning creation, sin, salvation, eschatology and moral conscience
(2) analyse and assess the meaning of these doctrines as found in the writings of a variety of authors
(3) demonstrate an understanding of how doctrine can be interpreted in different ways
(4) explore aesthetic representations of some of these doctrines (for example in literature, art or music)

Content:

A range of authors and debates will be studied which focus on the theology of creation; sin and fall; salvation and atonement; death and life after death; the Christian understanding of moral conscience as a means of responding to sin in the world.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Examination	1 x 2 hours	50%	end of sem 2

Students permitted to take a half module for the award of 10 credits will be assessed on the basis of: Essay 1 x 2000 words

TRS 2312 **CHRISTOLOGY 1 – 451 AD: JERSUSALEM TO CHALCEDON**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate a knowledge of different New Testament christologies and how these have developed from New Testament times to the late twentieth century
(2) Demonstrate an understanding of the development of Christological doctrines within the New Testament period
(3) Demonstrate an awareness of the contribution made to the development of Christology through the Apostolic Fathers and Patristic writers of the first five centuries of the Christian Church
(4) Demonstrate an understanding of Christological heresies, from Arius to Nestorius
(5) Critically evaluate the creeds and definitions of the first four Ecumenical Councils and show understanding of their historical context

Content:

The following topics relevant to an understanding of Christology will be covered:

- the significance of Christology within the Christian tradition
- post-enlightenment attitudes to the Bible and the person of Jesus
- the quests for the historical Jesus in the nineteenth and twentieth centuries
- the doctrine of the incarnation, death and resurrection of Jesus in the synoptic tradition
- the distinctive christologies of Paul and John
- the Christology of the Apostolic fathers
- the debates concerning Arius, Athanasius and Apolllinarius;
- the Cappadocian Fathers
- Theodore of Mopsuetsia
- Nestorius and Cyril of Alexandria
- Eutyches and Leo the Great
- the doctrinal formulations of the Ecumenical Councils from Nicaea to Chalcedon

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; formal assessment by presentation to the rest of the group; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and feedback on the Semester 1 essay. During Semester 2 students will further develop their research skills by preparing a research proposal / essay plan.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 2
Research & Essay Plan	1 x 1000 words	20%	end of sem 1
Group presentation	15 minutes	30%	during sem 1&2

TRS 2402 **Texts and Contexts II: post-medieval to postmodern**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the major movements in Western Christian theology since c.1500
(2) Demonstrate an understanding of some of the debates and developments within the tradition of Christian theology during this period
(3) Outline, analyse and discuss the principal ideas of specified theologians and theological movements
(4) Assess the relevance of these ideas and debates for contemporary Christian theology and practice KIT

Content:

A historically-informed survey of theological developments and debates in the Western Church from c. 1500 to the present.

A study of major movements in Western theology and philosophy, perhaps including some of the following: Humanism, the Reformation and Counter Reformation, Jansenism, the Enlightenment, Methodism, the Oxford Movement, Marxism and Liberation Theology, Liberalism, Modernism, Feminism, Postmodernism.

A study of the theological writings of major authors, e.g. Luther, Calvin, Bossuet, Pascal, Schleiermacher, Newman, Barth, Bonhoeffer, Rahner, von Balthasar, Ratzinger.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; formal assessment by presentation to the rest of the group; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Oral Presentation		25%	sem 1
Essay	1 x 1500 words	25%	sem 1
Exam	1 x 2 hours	50%	sem 2

TRS 2502 **'This is my Son': An introduction to the New Testament (Christian Scriptures)**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the inter-testamental period with particular reference to Qumran and the Dead Sea Scrolls
(2) Demonstrate awareness of the socio-political, religious and philosophical background to the New Testament
(3) Demonstrate understanding of the different 'Quests for the Historical Jesus'
(4) Demonstrate knowledge of the nature and composition of the Synoptic Gospels, Acts and non-Pauline and non-Johannine literature in the New Testament
(5) Demonstrate knowledge of the relationship between the Synoptic gospels and outline their differences in terms of context and theology
(6) Discuss key themes in the ministry and teaching of Jesus with special reference to Form and Redaction criticism
(7) Demonstrate awareness of the use of the Hebrew scriptures in the New Testament
(8) Demonstrate knowledge of the non-canonical gospels

Content:

A range of topics will be introduced and discussed, which may include:

- History of the intertestamental period and the discovery and transmission of the Dead Sea Scrolls
- The Roman occupation, mystery cults, resistance movements
- Pharisees, Sadducees, Herodians, lawyers and scribes
- Messianic expectations
- The various 'quests for the historical Jesus' (Sanders, Crossan, Meier, N T Wright, the Jesus seminar etc)
- The formation and context of gospels and letters in the New Testament
- Form and Redaction criticism
- The Old Testament in the New
- Special study of Luke – Acts
- Non-canonical writings

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment

Form	Magnitude	Weighting	Timing
Essay	1 x 2000 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

TRS 2782 **PROFESSIONAL DEVELOPMENT AND PLACEMENT**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

1. demonstrate the application of religious concepts and theories in the workplace;
2. demonstrate reflective evaluation of their strengths and weaknesses across a range of key employability skills;
3. apply employability skills in the workplace and perform to a satisfactory standard;
4. write an action plan for developing employability skills.

Content:

A professional development programme comprising:

- Introduction to Professional Development Planning and Placements at Level 2
- Workshop sessions including:
  - Working in contexts of religious significance and involving application of religious awareness
  - Team work
  - Assessment centre tasks
- Briefings on EPO procedures skills and preparation for attachment/assessment
- Interview with Placement Tutor
- Placement with suitable organisation(s), normally six weeks in total
- Reflection and evaluation of the placement.

Learning and Teaching Methods:

Learning and teaching takes place through tutor-led discussion amongst placement tutees, and through a day conference and workshop sessions, covering (as may be applicable to specific placement plans): presentations, briefings, discussions, practical activities (role play, drafting, writing), and matters relating to the requirements of the preparatory portfolio and report. Individual tutorials with Placement Tutor/Progress Tutor are provided before the placement starts.

Learning and teaching method	Student contact hours	Number of groups
Induction meeting	2	1
Day conference	4	1
Workshop 1	2	2
Workshop 2	2	1
Workshop 3	2	1
Tutorial	0.5	-
Total hours:	**12.5**	

Assessment:

Component Form	Magnitude	Weighting	Timing
Portfolio	1 x 1500 words	30%	sem 1
Placement	Pass/Fail		
Report	1 x 3000 words	70%	sem 2

TRS 2802 **World Religions I: Texts & Traditions**

Credit value 20
Prerequisites TRS 1902
Semester(s) offered 1&2

Objectives:

On successful completion of the module, students will be able to demonstrate:

1.a detailed knowledge and understanding of the major World Religions (in Semester 1 the religions of Abraham: Judaism, Christianity and Islam; in Semester 2 the religions of Asia: Buddhism, Hinduism, and some Sikhism) as living faiths, with reference to the sacred texts and historical practices of their practitioners;
2.an understanding of the history, nature, development and content of these religions from a reflective, informed position, including their variation and plurality;
3.an understanding of the achievements, persecutions, challenges and conflicts relevant to these traditions in their histories;
4.a critical understanding of the major issues involved in inter-religious dialogue.

Content:

This module, building on the foundational work taken up in TRS1902, explores the major world religions in further detail, through primarily textual and historical analysis, examining in some detail the principal sacred texts of the various traditions, and identifying how these texts have informed the historical development of these religious bodies. Specific attention is paid to the development of variation within traditions, and the differing manners in which key texts and tenets have come to be interpreted differently by various sub-groups. Historical tensions, as well as achievements, will also be explored, together with the development of moral and ethical systems, and unique spiritualities grounded in these religions. The module will include discussion of the spread of the religions, their presence in 'diaspora', and in what sense they are 'world religions'.

Learning and teaching methods

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required. A portfolio will be used to collect smaller written assignments throughout the module, which may comprise brief research texts, learning journals, reading summaries, etc.

Learning and teaching method	Student contact hours	Number of groups
Lectures / Seminars *These will normally include 20 hours of lecture and 20 hours of seminar provision, usually offered as a 1-hour lecture per week, followed by a 1-hour seminar. However, this pattern may be modified to best suit module needs.*	40	1
Total hours:	40	

Assessment

Component form	Magnitude	Weighting	Timing
Essay	1,500 words	30%	End Sem 1
Essay	1,500 words	30%	End Sem 2
Presentation	20 minutes	20%	End Sem 1 or 2
Portfolio	2,000 words	20%	Sem 1 & 2

Students will give a presentation on either Judaism or Islam, presented in the relevant semester.
Portfolio kept across both semesters; reviewed at end of each.

TRS2902 **Religions, Peace and Peacemaking**

Credit value **20**
Semester(s) offered **1&2**

Objectives

On successful completion of the module, students will be able to:

1. Demonstrate understanding of the various ways in which the major world faiths have provided an impetus and means for peacemaking;
2. Assess and evaluate the various phenomena of religious violence;
3. Demonstrate understanding of, and evaluate, the various phenomena of religious non-violence, pacifism and secularism;
4. Analyse and assess the theological, philosophical and scriptural arguments deployed in relation to violence, nonviolence and peacemaking.

Content:

This module will explore the role played by the major world faiths in contexts of conflict and violence. It will explore historical and contemporary conflicts within and between religions, between religious and secular powers, and religious attempts to avert or end war; these will include conflicts in the Middle East, Europe, and the Americas. It will encourage robust analysis of theological, philosophical and scriptural arguments related to these areas.

Learning and Teaching

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Learning and teaching method	Student contact hours	Number of groups
Lectures / Seminars *These will normally include 20 hours of lecture and 20 hours of seminar provision, usually offered as a 1-hour lecture per week, followed by a 1-hour seminar. However, this pattern may be modified to best suit module needs.*	40	1
Total hours:	40	

Assessment

Component form	Magnitude	Weighting	Timing
Debate or presentation	20 minutes	20%	end of sem 1
Essay	1 x 3000 words	60%	end of sem 2
Portfolio/learning journal	1 x 2000 words	20%	end of sem 2

TRS 3212: **MORAL PHILOSOPHERS AND CHRISTIAN THEOLOGIANS**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) demonstrate an understanding of the contribution of a number or major philosophers and theologians to the interpretation of both secular and Christian ethics;
(2) demonstrate a knowledge and critical understanding of selected moral themes, particularly as they are discussed by these theologians and philosophers;
(3) conduct an analysis and a comparative evaluation of the moral arguments of these theologians and philosophers, particularly in relation to Christian ethics;
(4) think independently about the nature of ethics, both religious and secular, and develop their own ethical arguments on relevant ethical issues.

Content:

A range of themes and topics will be explored, which might include (for example): friendship, money, law, war, virtues, freedom; Christian ethics; theological and secular ethics; narrative; character formation; religious practices; utilitarianism; *eudaimonia*. Themes and topics will be explored through close reading of a number (normally three or four) of philosophers and theologians. Authors to be studied might include (for example):
Christian thinkers such as Augustine, Abelard, Aelred, Aquinas, Butler, Kierkegaard, Barth, Bonhoeffer, Grisez, Hauerwas, MacIntyre;

- Greek philosophers, especially Plato and Aristotle, and their later influence
- Representatives of the English tradition and Utilitarianism: Butler, Bentham, Mill
- Representatives of continental philosophy: Spinoza, Kant, Hegel, Marx
- Existentialists: Maritain, Marcel, Sartre, Camus
- Thinkers associated with the rise of Postmodernism: Schopenhauer, Nietzche, Baumann, Heidegger, Caputo
- Some recent English-speaking philosophers, including Murdoch, Warnock, Williams, McIntyre, Singer, Parfit, Rawls, O'Neill.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans if required.

Method	**Student Contact Hours**	**Number of Groups**
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Essay	1 x 2500 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 2

TRS 3312: THE CHRISTIAN UNDERSTANDING OF GOD

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate an understanding of the distinctiveness and complexity of Trinitarian theology
(2) Demonstrate an understanding of the distinctiveness and complexity of Christology in modern theology
(3) Demonstrate an understanding of the relationship between Christology and Trinitarian theology, and the impact of these two areas on other aspects of Christian doctrine
(4) Critically analyse and evaluate the contribution of modern and contemporary theologians to Christian thinking about God

Content:
A range of topics related to Christology and Trinitarian theology will be introduced and discussed, which may include (for example):

- Christ in Art and Film
- Models of the Atonement
- Christology and the World Religions
- The importance and nature of the resurrection
- Christ in Modernity – from Rationalism to Romanticism
- Neo-Orthodoxy and Christocentrism
- Christology after Vatican II – Rahner and Schillebeeckx
- Christ and the Suffering of God – Moltmann, Fiddes, Weinandy
- Christ and Context – African, Asian, Feminist and other Christologies
- The identity of Jesus Christ – Christology in a Postliberal Age
- Kenotic Christologies and the Trinity – from Thomasius to Balthasar
- The Function and Relevance of the Doctrine of the Trinity
- The Trinity in the Bible
- The Renewal of Trinitarian Theology – Rahner, Barth, Lacugna
- Trinity, revelation and truth
- Trinity and Personhood
- Trinity and the Church
- Trinity and Society
- The poverty of Western Pneumatology
- The Future of the Christian Understanding of God

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of sem 1
Exam	1 x 2 hours	50%	end of sem 1

TRS 3402: POLITICAL THEOLOGY

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the various ways in which the Christian Churches have responded to their political contexts
(2) Demonstrate detailed knowledge and understanding of contemporary theological debate about Christianity and politics
(3) Identify theological resources from scripture, tradition and contemporary writings and bring these to bear in discussion of issues in this debate
(4) Critically analyse and evaluate different contributions to this debate

Content:

A range of issues and topics in political theology will be introduced and discussed, which may include (for example):

- politics and the Bible
- political theology in the Church Fathers
- the churches in the Third Reich
- Latin American Liberation Theology
- African Political Theology
- Asian Political Theology
- Eastern (Orthodox) Political Theology
- Feminist Political Theology
- Political Christology
- Political Ecclesiology
- Approaches to Political Theology (eg Karl Barth, John Paul II, Reinhold Neibuhr, Jürgen Moltmann, Johann Baptist Metz, John Howard Yoder, Oliver O'Donovan, William Cavanaugh)

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and formative feedback on the Semester 1 essay.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 2500 words	50%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2

TRS 3412: **CHRISTIAN WORKSHIP**

Credit value: **20**
Semester(s) offered: **1&2**

Objectives:

On successful completion of the module, students will be able to:

(1) Demonstrate knowledge of the origins and historical development of Christian worship
(2) Demonstrate an understanding of Catholic, Orthodox and Protestant sacramental theology
(3) Discuss and analyse the theological significance of Christian rites and liturgical texts
(4) Assess the relevance of liturgical scholarship and theology to broader theological issues and current Christian practice

Content:

Introduction to theological, historical, sociological and psychological approaches to worship.
Worship in the Old and New Testaments.
Early liturgical sources and what they tell us.
History of liturgical development in West and East.
Theologies of the sacraments.
Study of specific rites and liturgical texts, both historical and current.
Liturgical art, architecture, music, language, ritual, gesture, symbolism and spirituality.
Christian customs surrounding birth, initiation, marriage, death and burial.
The liturgical year.
The divine office and popular devotion.
One of the essays might be a 'field report', based on observation of a liturgical service as well as on reading.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans if required.

Method	Student Contact Hours	Number of Groups
Lectures / Seminars	40	1
Total hours:	40	

Assessment:

Form	Magnitude	Weighting	Timing
Essay	1 x 1500 words	25%	end of sem 1
Essay	1 x 2500 words	50%	end of sem 2
Exam	1 x 1 hour	25%	end of sem 2

TRS 3702: **A STUDY IN THEOLOGY**

Credit value: 20
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) formulate a research proposal, appropriate to a 5000-word essay, which defines their intended research area and shows the scope of the project
(2) demonstrate understanding and appropriate research skills (including use of both library and internet resources) in handling a range of primary and secondary material relevant to the research area and topic
(3) demonstrate understanding of the theological concepts and issues arising from discussion of the topic S/K
(4) Produce a piece of coherently argued writing, supported by appropriate scholarly apparatus, making a valid contribution to critical debate on the topic

Content:

Students will define a topic of their choice, in consultation with an appointed member of the Theology teaching staff; formulate a proposal; conduct a detailed investigation of the topic, under the supervision of the appointed member of staff; and complete a critical essay on the topic, appropriately presented and supported by scholarly apparatus.

Learning and Teaching:

During Semester 1 and 2 there will be four one-hour workshops for the whole group on how to carry out research, prepare a research proposal, and write a long essay. After that there will be a number of short supervisions leading to a discussion of the draft essay.

Method	**Student Contact Hours**	**Number of Groups**
Workshops	4	1
Tutorials	3	Individual students
Total hours:	7	

Assessment:

Form	**Magnitude**	**Weighting**	**Timing**
Extended essay	1 x 5000 words	100%	end of sem 1

This module is not available for study as a half-module

TRS 3714: **THEOLOGY DISSERTATION**

Credit value: 40
Pre-requisite: In order to study this module permission must be obtained from the Head of Department
Semester(s) offered: 1&2

Objectives:

On successful completion of the module, students will be able to:

(1) define a theological research topic suitable for a 10,000 word essay;
(2) demonstrate understanding and appropriate research skills (including use of both library and internet resources) in handling a range of primary and secondary material relevant to the topic
(3) demonstrate critical awareness and understanding of the theological concepts and the issues in philosophy and ethics arising from discussion of the topic
(4) produce a piece of coherently argued writing, supported by appropriate scholarly apparatus, making a valid contribution to critical debate on the topic

Content:

Students will define a topic of their choice, in consultation with an appointed member of the Theology teaching staff; formulate a proposal; conduct a detailed investigation of the topic, under the supervision of the appointed member of staff; and complete a critical essay on the topic, appropriately presented and supported by scholarly apparatus.

Learning and Teaching:

During Semester 1 and 2 there will be four one-hour workshops for the whole group on how to carry out research, prepare a research proposal, and write a long essay. After that there will be a number of short supervisions leading to a discussion of the draft essay.

Method	Student Contact Hours	Number of Groups
Workshops	4	
Supervisions	6	
Total hours:	10	

Assessment:

Form	Magnitude	Weighting	Timing
Proposal	1 x 500 words	Pass/Fail only	end of sem 1
Dissertation	1 x 10,000 words	100%	end of sem 2

It is an essential requirement of the module that students submit a 500-word proposal, outlining the topic and scope of the dissertation, before the end of Semester 1, and obtain a pass mark for this. The proposal will be marked on a pass / fail basis only. Students who do not fulfil this requirement will not be permitted to complete assessment for the module.

TRS 3802 **World Religions II: Cultures & Complexities**

Credit value **20**
Prerequisites **TRS 2802**
Semester(s) offered **1&2**

Objectives:

On successful completion of the module, students will be able to demonstrate:

1. a detailed knowledge and critical understanding of the contextual practice of the major World Religions, as lived in contemporary cultures and various socio-political landscapes;
2. a critical assessment of the complex development of these religious traditions, including their multiform manifestations in the modern day;
3. a critical analysis of the major conflicts and achievements of these traditions in the twentieth and twenty-first centuries; K,
4. a critical understanding of the challenges posed by cultural contexts to the development and living-out of these religions in the modern world;
5. an understanding of the continuing issues of theological, philosophical, spiritual and ethical/moral development within these religious traditions.

Content:

This module builds upon the content of TRS2802, focussing in further detail on the nuanced complexities of thought, practice and inter-religious relationships between the major World Religions. Particular attention is paid to the relationship of religious belief and practice to the various socio-political contexts in the modern world, and the way internal variations in religious customs inform the landscape of the 21st century. Critical analysis is paid to the interaction between ethical and moral systems in each of these religions, as they relate to society at large, as well as the challenges of spiritual identity in a 'multi-faith world'.

Learning and Teaching:

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Learning and teaching method	Student contact hours	Number of groups
Lectures / Seminars *These will normally include 20 hours of lecture and 20 hours of seminar provision, usually offered as a 1-hour lecture per week, followed by a 1-hour seminar. However, this pattern may be modified to best suit module needs.*	40	1
Total hours:	40	

Assessment

Component form	Magnitude	Weighting	Timing
Essay 1	1500 words	30%	end of sem 1
Essay 2	1500 words	30%	end of sem 2
Presentation	20 minutes	20%	sem 1 or 2
Portfolio	2000 words	20%	sem 1 or 2

Students will give a presentation on either Buddhism or Hinduism, or a related Asiatic tradition, presented in the relevant semester; Portfolio kept across both semesters; reviewed at end of each.

TRS 3902 **Science and the Sacred: Friends or Foes?**

Credit value **20**
Semester(s) offered **1&2**

Objectives:

On successful completion of the module, students will be able to:

1. Critically evaluate the historical context(s) in which the ongoing relationship between science and religion has been appropriated, debated and explained;
2. Analyse the philosophical presuppositions that underpin the emergence of classical issues and debates in science and religion;
3. Critically engage with the validity of scientific and religious claims, as explained in the works of selected authors;
4. Compare and contrast the methodologies of theologians who have attempted to unite science and the sacred, and those who have sought to explain them as conflicting categories of interpretation;
5. Evaluate the challenges involved in appropriating theories of evolution, 'intelligent design' or 'scientific creationism'—for instance, from the perspective of specific scientific theories or differing religious traditions.

Content:

This module explores the relationship of science and the sacred in various contexts. Are 'science and religion' necessarily opposed, or even distinguishable, in various religious cultures? We will explore in particular key movements in religious history that have both united science and the sacred, and pitted them against one another—including scholastic scientific developments in the west, alchemy and religion in the east, the Enlightenment and modernity, American fundamentalism, and other key traditions. Related themes and contents will also be explored, e.g.: the Darwinian debate, alchemy, dualistic and holistic views of reality, as well as differing interpretations of the nature and function of both science and religion.

Learning and Teaching

The course will be taught in plenary sessions which will make use of a blend of teaching and learning methods. These will normally include: lecture-style presentations by the tutor; seminar-style discussion of a particular topic; informal prepared presentations by students, followed by discussion; other exercises as appropriate to material and group. Guidance on reading in preparation for each session and activity will be given; and learning will be supported where appropriate by VLE and other electronic resources. Guidance on research and essay-writing will be embedded in the learning and teaching process throughout the module; and may also be supported by tutorial guidance on essay plans and drafts if required.

Learning and teaching method	Student contact hours	Number of groups
Lectures / Seminars *These will normally include 20 hours of lecture and 20 hours of seminar provision, usually offered as a 1-hour lecture per week, followed by a 1-hour seminar. However, this pattern may be modified to best suit module needs.*	40	1
Total hours:	40	

Assessment

Component form	Magnitude	Weighting	Timing
Essay	1 x 1500 words	30%	end of sem 1
Group presentation	20 minutes	20%	sem 1 or 2
Exam	2 hours	50%	end of sem 2