

Exchange Student Module Choice Handbook

**Faculty of Health and Life
Sciences**

2021-22

Faculty of Health and Life Sciences Exchange Student Module Descriptions

2021-22

Incoming exchange student modules are offered in the following subject areas:

Medical Science

Biomedical Science

Criminology

Education Studies

Health and Wellbeing in Society

Psychology

Module choice guidance

Incoming exchange students normally choose to study **30ECTS (60 DMU credits) per semester**. When choosing modules, please check that your choice will provide the number of ECTS credits required in your Learning Agreement and are approved by your home institution. In some cases, a student can select fewer courses but they must be on a full-time programme of study whilst at DMU. Other key details to note include:

- Incoming exchange students should follow the same programme of study at DMU as they do at their home university.
- Level 4 means year 1 of undergraduate study, Level 5 means year 2 of undergraduate study, and Level 6 means year 3 of undergraduate study.
- The listed programmes are indicative and subject to availability
- Some DMU subjects require a portfolio of your work to be submitted as part of the application process (see below).
- All module choices are subject to the approval of the Programme Leader for the area of study, and will be confirmed in the Learning Agreement.
- All module choices are subject to Timetabling constraints.
- **The HLS modules cannot be mixed with any other years or programmes**

Please note that the majority of DMU modules are for the full academic year (FY) (September to April), and students currently are only able to choose to study on exchange at DMU in Semester 1 (S1) or for a full year (FY).

Credit conversion

DMU module credits	Full year exchange (FY)	Term 1 exchange (S1) (Sept - Dec)
60	30 ECTS credits	15 ECTS credits
45	22.5 ECTS credits	11.25 ECTS credits
30	15 ECTS credits	7.5 ECTS credits
15	7.5 ECTS credits	3.75 ECTS credits

Term dates (teaching)

Term	Start	End
Term one	Monday 4 October 2021	Friday 17 December 2021
Term two	Monday 10 January 2022	Friday 8 April 2022
Term three (revision and exam period)	Tuesday 3 May 2022	Friday 1 July 2022

English language requirements

All modules are delivered in English. Applicants should be at 6.0 IELTS standard Arts, Design and Technology subjects and 6.5 for Business and Law, Social Sciences and Humanities subjects. We require a proof of any qualification demonstrating a minimum of level B2 according to the Common European Framework.

Faculty of Health and Life Sciences

Exchange Student: indicative list of module titles

Medical Science

Students MUST undertake a full year of study. The modules cannot be mixed with any other years or programmes

Code	Module title	DMU Credit	Duration
Year 1			
BIOM1006	Biochemistry and Cell Biology	30	YL
BIOM1007	Chemistry for the Biosciences	30	YL
BIOM1009	Basic Microbiology for Biomedical Science	30	YL
BIOM1010	Basic Anatomy and Physiology	30	YL
Year 2			
BIOM2001	Molecular Genetics and Genomics	15	YL
BIOM2003	Organ Systems Physiology	30	YL
BIOM2004	Inflammation & Immunobiology	15	YL
BIOM2005	Research and Diagnostic Techniques	30	YL
MSCI2001	Clinical Perspectives 1	15	YL
MSCI2007	Evidence Based Medicine	15	YL
Year 3			
MSCI3001	Research & Innovation (Project)	30	YL
BIOM3901	Studies in Clinical Biochemistry	15	YL
MSCI3005	Nutrition Through the Lifespan	15	YL
MSCI3007	Endocrinology	15	YL
MSCI3009	Clinical Perspectives 2	30	YL
MSCI3015	Pharmacology & Therapeutics	15	YL

Biomedical Science

Students MUST undertake a full year of study. The modules cannot be mixed with any other years or programmes

Code	Module title	DMU Credit	Duration
Year 1			
BIOM1006	Biochemistry and Cell Biology	30	YL
BIOM1007	Chemistry for the Biosciences	30	YL
BIOM1009	Basic Microbiology for Biomedical Science	30	YL
BIOM1010	Basic Anatomy and Physiology	30	YL
Year 2			
BIOM2001	Molecular Genetics and Genomics	15	YL
BIOM2003	Organ Systems Physiology	30	YL
BIOM2004	Inflammation & Immunobiology	15	YL
BIOM2005	Research and Diagnostic Techniques	30	YL
BIOM2006	Biochemical Disease Mechanisms and Therapeutics	15	YL
BIOM2060	Professional Skills 2	15	YL

Year 3 (availability subject to university approval)

BIOM3001	Clinical Biochemistry	15	YL
BIOM3002	Cellular Pathology	15	YL
BIOM3003	Clinical Immunology	15	YL
BIOM3005	Medical Microbiology	15	YL
BIOM3006	Research and Innovation (Project)*	30	YL
BIOM3011	Haematology & Transfusion Science	15	YL
BIOM3014	Clinical Genetics	15	YL

* BIOM3006 is only offered as a non-lab based project.

Criminology

Students **MUST** undertake a full year of study. The modules cannot be mixed with any other years or programmes

Students **MUST** undertake the ninety credits of core modules. PLUS 15 credits from S1 and 15 credits from S2 to total 120 credits

Code	Module title		DMU Credit	Semester
Year 2				
CRIM2001	Prisons Punishment & Society	CORE	15	S1
CRIM2002	Rehabilitation & Desistance	CORE	15	S2
CRIM2003	Research and Effective Practice	CORE	30	YL
CRIM2004	Crime, Risk and Community Safety	CORE	30	YL
CRIM2025	Mental Health and Crime		15	S1
CRIM2045	Restorative Justice in Practice		15	S1
CRIM2055	Domestic Abuse		15	S1
CRIM2065	Media and Crime		15	S1
CRIM2086	Crime, Deviance and Subcultures		15	S1
CRIM2090	Digital Criminology		15	S2
CRIM2015	Policing		15	S2
CRIM2035	Religion, Faith and Crime		15	S2
CRIM2085	Drugs, Substance Use and Crime		15	S2
CRIM2088	Families, Crime and Justice		15	S2

Education Studies

Students **MUST** undertake a full year of study. The modules cannot be mixed with any other years or programmes

Students **MUST** do the full year (120 credits) which includes 45 credits of core modules EDUC2244 and EDUC2229 PLUS 75 credits from the following list:

Code	Module title		DMU Credit	Semester
Year 2				
EDUC2241	The Philosophy of Education		15	S2
EDUC2244	Contexts for inclusion	CORE	15	S1
EDUC2229	Researching Education	CORE	30	YL
EDUC2322	Music in the Life of the Primary School		15	S1
EDUC2323	Computer Programming as a Tool for Learning		15	S1
EDUC2324	Contemporary Perspectives on		15	S1

	Childhood, Youth and Education		
EDUC2346	How People Learn	15	S1
EDUC2347	Global Comparative Education	15	S1
EDUC2245	Perspectives on Diversity: Rhetoric or Reality	15	S2

Students who want to do one semester **MUST** Choose EDUC2244 and 45 credits from the following to total 60 credits

Year 2

EDUC2244	Contexts for inclusion	CORE	15	S1
EDUC2322	Music in the Life of the Primary School		15	S1
EDUC2323	Computer Programming as a Tool for Learning		15	S1
EDUC2324	Contemporary Perspectives on Childhood, Youth and Education		15	S1
EDUC2346	How People Learn		15	S1
EDUC2347	Global Comparative Education		15	S1

Students **MUST** take the full year and choose 120 credits from the following modules:

Year 3

EDUC3312	Education and Equality: Class, Race and Ethnicity	30	YL
EDUC3313	Gender and Education	30	YL
EDUC3315	Radical Education	30	YL
EDUC3317	Adult Learners and Lifelong Learning	30	YL
EDUC3320	Education and the Arts	30	YL
EDUC3321	Special Educational Needs & Disabilities	30	YL

Health and Wellbeing in Society

Students **MUST** undertake a full year of study. The modules cannot be mixed with any other years or programmes.

Code	Module title	DMU Credit	Duration
Year 1			
HEST1116	Health and Welfare	15	S1
HEST1117	Personal and Academic Development	15	YL
HEST1118	Psychological & Sociological Theories of Health and Illness	30	YL
HEST1119	Health Improvement and Lifestyle	30	YL
HEST1120	Introduction to Social Research Methods	30	YL
Year 2			
HEST2119	Health and Disease in Communities	30	YL
HEST2123	Psychological Aspects of Health	15	S2
HEST2125	Debates and Dilemmas in Health and Social Care	30	YL
HEST2126	Applied Social Research Methods	30	YL
HEST2124	Social Aspects of Health & Illness	15	S1

Students **MUST** do the full year (120 credits) which includes 60 credits of CORE modules HEST3127 and HEST3220 plus choose 60 credit modules from the list of modules below to total 120 credits.

Year 3

HEST3127	Health Promotion and Public Health	CORE 30	YL
HEST3209	Social Exclusion and Health	15	S2
HEST3218	Gender, Health and Social Care	15	S2
HEST3220	Health and Wellbeing in Society Dissertation CORE	30	YL
HEST3208	Ageing and Health	15	S1
HEST3207	Mental Health and Wellbeing	15	S1
HEST3216	Health and Social Care Management	15	S2

Psychology

Students MUST undertake a full year of study. The modules cannot be mixed with any other years or programmes.

Code	Module title	DMU Credit	Duration
Year 1			
PSYC1090	Introductory Research Methods in Psychology	30	YL
PSYC1091	Core Areas of Psychology	30	YL
PSYC1092	Historical Perspectives in Psychology	30	YL
PSYC1093	Psychology in Context	15	YL
PSYC1094	Empirical Psychology	15	YL
Year 2			
PSYC2013	Further Research Methods for Psychologists	30	YL
PSYC2090	Psychology and Mental Health	15	YL
PSYC2091	Biological Psychology	15	YL
PSYC2092	Cognitive Psychology	15	YL
PSYC2093	Developmental Psychology	15	YL
PSYC2094	Personality and Intelligence	15	YL
PSYC2095	Social Psychology	15	YL

Students who want to study psychology for one semester only at level 5 you MUST undertake the following modules:

PSYC2510	Personality and Mental Health	15	S1
PSYC2511	Cognitive and Biological Psychology	15	S1
PSYC2512	Social and Developmental Psychology	15	S1
PSYC2513	Psychological Research Methods	15	S1

Medical Science

Module Title: Biochemistry and Cell Biology

Module Code: BIOM1006

Semester: Yearlong

DMU Credits: 30

Module description: The focus of the module is upon cellular and biochemical structures and functions. This module provides students with a fundamental grounding in biochemistry and cell biology, including biomolecules, metabolism, genetics and genomics, enzymes and cell membranes.

The module equips students with fundamental laboratory experience; students will learn how to employ essential laboratory equipment and basic techniques in cell biology and biochemistry. Students will begin to plan aspects of their own experiments and understand the importance of controls and repeats.

Module Title: Chemistry for the Biosciences

Module Code: BIOM1007

Semester: Yearlong

DMU Credits: 30

Module description: This module has been designed to build and reinforce fundamental knowledge of how chemistry underpins the biosciences relevant for future studies on the Biomedical Science degree. The curriculum will educate students commensurate with year one expectancy with theoretical knowledge and practical skill, supporting the values, objectives and requirements of the Institute of Biomedical Science (IBMS).

Module Title: Basic Microbiology for Biomedical Science

Module Code: BIOM1009

Semester: Yearlong

DMU Credits: 30

Module description: This module introduces students in their first year to aspects of fundamental microbiology. The lectures provide a knowledge base on the range, characteristics and properties of micro-organisms. The work done in practical classes parallels lectures to a large extent and is used partly to consolidate lecture material.

The practical elements of the module are designed to develop sound and safe practices in handling micro-organisms and to acquire experience in the core techniques of microbiology; training is given in the techniques specific to microbiology and in the laboratory discipline in a designated Containment Level 2 area. Topics covered include structural, metabolic and genetic characteristics of micro-organisms. Where appropriate these features will be used to discuss the importance of micro-organism to man, particularly in relation to infection, disease and control of micro-organisms.

Module Title: Basic Anatomy and Physiology**Module Code:** BIOM1010**Semester:** Yearlong**DMU Credits:** 30

Module description: This module aims to introduce students to the structure and function of key cells and tissues including primary tissues (connective, epithelial, muscle and nervous), renal system, reproductive system (touching upon developmental biology), cardio-respiratory system, digestive system. Students are introduced to key principles in anatomy and physiology, and at each step relates to laboratory practices of histology and cytology.

The module is a foundation to level 5 and 6 physiology and histopathology teaching. Lectures, practical laboratory sessions, student-centred independent study and the use of web-based learning materials may be employed in this module. Laboratory sessions are centred around the accompanying theoretical material covered in lectures. These practical sessions allow the students to acquire practical histology and microscopy skills critical for further study in years 2 and 3.

Module Title: Molecular Genetics and Genomics**Module Code:** BIOM2001**Semester:** Yearlong**DMU Credits:** 15

Module description: This module will provide an overview and analysis of molecular genetics and genomics and builds logically upon the material presented in BIOM1006. There are two integrated themes in the module, which seek to put genetics and genomics in the context of human health and genetic disorders.

The genetics dealt with in this module will focus on human genetic disorders, their diagnosis and available treatments. Inheritance patterns of single gene disorders will be considered together with the complications often encountered during pedigree analysis. Multi factorial diseases will be discussed.

The mapping of human genes and population genetics will also be considered. The genomics covered in the module will focus on the human genome project and post-genomic technologies and their application to human health and disease. The human genome project itself will be discussed, as will genome-wide expression analysis and proteome analysis.

Comparative and functional genomics will also be considered, as will the application of bioinformatics to human disease. The relevance to human health will be made clear, as a part of all lectures and in dedicated sessions. This part of the module will also complement and extend the material covered in the genetics part of the module.

Module Title: Organ Systems Physiology**Module Code:** BIOM2003**Semester:** Yearlong**DMU Credits:** 30

Module description: This module builds upon the Level 4 module BIOM1010 to further develop the student's understanding of histological and physiological processes, approaching the subject from a systemic and organ-based perspective.

Module Title: Inflammation & Immunobiology**Module Code:** BIOM2004**Semester:** Yearlong**DMU Credits:** 15

Module description: This module introduces students to basic immunobiology and inflammatory processes, preparing them for the study of immunopathology during the Sandwich Placement Year (if this discipline is chosen) and at Level 6. Inflammatory mechanisms, humoral and cellular immune responses and the development of the immune system are all addressed.

Module Title: Research and Diagnostic Techniques**Module Code:** BIOM2005**Semester:** Yearlong**DMU Credits:** 30

Module description: The aims of this module are to introduce students to the principles, operation and applications of a range of research and diagnostic techniques used in Biomedical and Medical Science. Emphasis will be placed on the applications of the various methods and on their advantages relative to each other, in terms of analytical performance, operation and cost. The module will also equip students with transferrable skills in the area of experimental design, data presentation, figure preparation and basic data analysis.

Students will become more familiar with reading journal articles, as research examples of some of the techniques studied will be presented. There will also be the opportunity for students to gain awareness of the research going on in the department, in preparation for selecting Final Year research project topics. Content coverage includes theoretical and practical consideration of analytical chemistry, cell and molecular biology, microscopy, biosensors, cell and medical imaging.

Module Title: Clinical Perspectives 1**Module Code:** MSCI2001**Semester:** Yearlong**DMU Credits:** 15

Module description: This module will provide an introduction to patient-centred care, and basic clinical skills. The Indicative content includes: Patient centred care - communication skills, consent, confidentiality, disability, cultural needs etc. Practical skills in a clinical setting
Basic first aid skills · Importance of infection control
Healthy living – calculating BMI

Module Title: Evidence Based Medicine**Module Code:** MSCI2007**Semester:** Yearlong**DMU Credits:** 15

Module description: Evidence based medicine is an emerging area in medicine and healthcare where decisions are increasingly based on evidence rather than authority and opinion.

The aim of the module is to discuss what constitutes good medical and scientific evidence, not only from the quality of publication but by understanding the research methodologies and designs used, and the possibilities of bias. The module contains an outline of research processes in the UK with brief insights into legislation and ethical approval processes. The module develops skills in critical appraisal and evaluation, and how it enables the students to learn how evidence is used to inform decisions.

Module Title: Research and Innovation

Module Code: MSCI3001

Semester: Yearlong

DMU Credits: 30

Module description: This module gives students the opportunity to design and execute an independent research study. Studies may be laboratory, clinical, scientific literature or educational in nature. Students will also develop the following skills:

- Accurate and thorough record keeping • Critical analysis of research literature
- Presenting research in a variety of formats to both specialist and non-specialist audiences
- Competence in scientific and medical techniques, specific to project type to be detailed in the 'Skills Log Book' • Completion of health and safety in research documentation and implementation of good laboratory and research practice

Module Title: Studies in Clinical Biochemistry

Module Code: BIOM3901

Semester: Yearlong

DMU Credits: 15

Module description: This module is concerned with the application of biochemistry and cell physiology to the diagnosis and monitoring of disease and its treatment in man. It includes a study of the analytical principles employed to obtain data, the monitoring of the quality of those data, as well as the evaluation of the data in the context of the normal and pathological biochemistry and physiology of Man. Principles, problems, current trends and potential future developments will be covered rather than a routine description of methods.

Module Title: Nutrition Through the Lifespan

Module Code: MSCI3005

Semester: Yearlong

DMU Credits: 15

Module description: The aim of this module is to provide the student with an understanding of the causes and pathophysiological basis of diseases and disorders resulting from nutritional deficiencies or excesses. The module will explore the effects of nutrition throughout the lifespan. It will consider how nutrition in pregnancy affects the long-term health of the baby, the effects of poor nutrition in childhood and adolescence, and how diet during middle and old age can contribute to diseases such as cancer and cardiovascular disease. It will build on knowledge obtained in the physiology modules earlier in the programme, and will focus on diseases processes, pathological changes and manifestations of symptoms. In addition, it will emphasise how we use evidence-based medicine and cutting-edge research to inform our understanding of disease.

Module Title: Endocrinology**Module Code:** MSCI3007**Semester:** Yearlong**DMU Credits:** 15

Module description: This module will focus on the aetiology and pathogenesis of endocrine diseases, clinical treatments, and on the latest research/medical advances in this field. It will also focus on some areas of controversy within this area. Indicative Content includes: Appetite regulation & genetics of obesity · Reproduction · Glucose homeostasis disorders and long-term complications · Adrenal disorders · Thyroid disorders · Pituitary gland disorders · Hormones and vascular disease · Latest/research medical advances in endocrinology · Areas of controversy in endocrine research

Module Title: Clinical Perspectives 2**Module Code:** MSCI3009**Semester:** Yearlong**DMU Credits:** 30

Module description: This module will focus on advanced practical skills in a clinical skills laboratory setting · It will focus on dealing with elderly patients, obesity and weight management · Dealing with complex patients with several health conditions · Latest medical advances and strategies in public health

Module Title: Pharmacology and Therapeutics**Module Code:** MSCI3015**Semester:** Yearlong**DMU Credits:** 15

Module description: An important aspect of the health care of patients, which involves considerable scientific endeavour as well as marketing and commercial activity, is centred upon the fields of pharmacotherapeutics. It is therefore essential that students on this course gain a basic understanding of the principles of pharmacology and therapeutics. In this module students will develop a working knowledge of pharmacokinetics, pharmacodynamics and pharmacotherapy. This will be applied to both the beneficial and adverse effects of therapeutic agents, giving the students an understanding of the role of pharmacology and toxicology in the development and use of drugs.

Biomedical Science**Module Title: Biochemistry and Cell Biology****Module Code:** BIOM1006**Semester:** Yearlong**DMU Credits:** 30

Module description: The focus of the module is upon cellular and biochemical structures and functions. This module provides students with a fundamental grounding in biochemistry and cell biology, including biomolecules, metabolism, genetics and genomics, enzymes and cell membranes.

The module equips students with fundamental laboratory experience; students will learn how to employ essential laboratory equipment and basic techniques in cell biology and biochemistry. Students will begin to plan aspects of their own experiments and understand the importance of controls and repeats.

Module Title: Chemistry for the Biosciences

Module Code: BIOM1007

Semester: Yearlong

DMU Credits: 30

Module description: This module has been designed to build and reinforce fundamental knowledge of how chemistry underpins the biosciences relevant for future studies on the Biomedical Science degree. The curriculum will educate students commensurate with year one expectancy with theoretical knowledge and practical skill, supporting the values, objectives and requirements of the Institute of Biomedical Science (IBMS).

Module Title: Basic Microbiology for Biomedical Science

Module Code: BIOM1009

Semester: Yearlong

DMU Credits: 30

Module description: This module introduces students in their first year to aspects of fundamental microbiology. The lectures provide a knowledge base on the range, characteristics and properties of micro-organisms. The work done in practical classes parallels lectures to a large extent and is used partly to consolidate lecture material.

The practical elements of the module are designed to develop sound and safe practices in handling micro-organisms and to acquire experience in the core techniques of microbiology; training is given in the techniques specific to microbiology and in the laboratory discipline in a designated Containment Level 2 area. Topics covered include structural, metabolic and genetic characteristics of micro-organisms. Where appropriate these features will be used to discuss the importance of micro-organism to man, particularly in relation to infection, disease and control of micro-organisms.

Module Title: Basic Anatomy and Physiology

Module Code: BIOM1010

Semester: Yearlong

DMU Credits: 30

Module description: This module aims to introduce students to the structure and function of key cells and tissues including primary tissues (connective, epithelial, muscle and nervous), renal system, reproductive system (touching upon developmental biology), cardio-respiratory system, digestive system. Students are introduced to key principles in anatomy and physiology, and at each step relates to laboratory practices of histology and cytology.

The module is a foundation to level 5 and 6 physiology and histopathology teaching. Lectures, practical laboratory sessions, student-centred independent study and the use of web-based learning materials may be employed in this module. Laboratory sessions are centred around the accompanying theoretical material covered in lectures. These practical sessions allow the students to acquire practical histology and microscopy skills critical for further study in years 2 and 3.

Module Title: Molecular Genetics and Genomics**Module Code:** BIOM2001**Semester:** Yearlong**DMU Credits:** 15

Module description: This module will provide an overview and analysis of molecular genetics and genomics and builds logically upon the material presented in BIOM1006. There are two integrated themes in the module, which seek to put genetics and genomics in the context of human health and genetic disorders.

The genetics dealt with in this module will focus on human genetic disorders, their diagnosis and available treatments. Inheritance patterns of single gene disorders will be considered together with the complications often encountered during pedigree analysis. Multi factorial diseases will be discussed.

The mapping of human genes and population genetics will also be considered. The genomics covered in the module will focus on the human genome project and post-genomic technologies and their application to human health and disease. The human genome project itself will be discussed, as will genome-wide expression analysis and proteome analysis.

Comparative and functional genomics will also be considered, as will the application of bioinformatics to human disease. The relevance to human health will be made clear, as a part of all lectures and in dedicated sessions. This part of the module will also complement and extend the material covered in the genetics part of the module.

Module Title: Organ Systems Physiology**Module Code:** BIOM2003**Semester:** Yearlong**DMU Credits:** 30

Module description: This module builds upon the Level 4 module BIOM1010 to further develop the student's understanding of histological and physiological processes, approaching the subject from a systemic and organ-based perspective.

Module Title: Inflammation & Immunobiology**Module Code:** BIOM2004**Semester:** Yearlong**DMU Credits:** 15

Module description: This module introduces students to basic immunobiology and inflammatory processes, preparing them for the study of immunopathology during the Sandwich Placement Year (if this discipline is chosen) and at Level 6. Inflammatory mechanisms, humoral and cellular immune responses and the development of the immune system are all addressed.

Module Title: Research and Diagnostic Techniques**Module Code:** BIOM2005**Semester:** Yearlong**DMU Credits:** 30

Module description: The aims of this module are to introduce students to the principles, operation and applications of a range of research and diagnostic techniques used in Biomedical and Medical Science. Emphasis will be placed on the applications of the various

methods and on their advantages relative to each other, in terms of analytical performance, operation and cost. The module will also equip students with transferrable skills in the area of experimental design, data presentation, figure preparation and basic data analysis.

Students will become more familiar with reading journal articles, as research examples of some of the techniques studied will be presented. There will also be the opportunity for students to gain awareness of the research going on in the department, in preparation for selecting Final Year research project topics. Content coverage includes theoretical and practical consideration of analytical chemistry, cell and molecular biology, microscopy, biosensors, cell and medical imaging.

Module Title: Biochemical Disease Mechanisms and Therapeutics

Module Code: BIOM2006

Semester: Yearlong

DMU Credits: 15

Module description: The aim of this module is to develop student understanding of the cellular, molecular and biochemical basis of a number of disease processes which are currently of considerable interest in Biomedical Science.

Reference to clinical states will be made frequently where relevant and content will be mapped back to teaching in first year and forwards to the content to be covered in third year. Therapeutic approaches will also be discussed in relation to diseases covered.

Module Title: Professional Skills 2

Module Code: BIOM2060

Semester: Yearlong

DMU Credits: 15

Module description: The purpose of this module is to enable students to develop the necessary professional skills and to become aware of high expectations placed on them by professional and regulatory authorities tasked with directing and monitoring the education and practice of Biomedical Science.

The module is focused mainly on those skills which Biomedical Science graduates will need in employment, whether in research, academia, public service or industry. The content includes Library skills; Team working skills; Presentation skills; Employability skills and general biomedical professional skills.

Module Title: Clinical Biochemistry

Module Code: BIOM3001

Semester: Yearlong

DMU Credits: 15

Module description: This module is concerned with the application of biochemistry and cell physiology to the diagnosis and monitoring of disease and its treatment in man. It includes a study of the analytical principles employed to obtain data, the monitoring of the quality of those data, as well as the evaluation of the data in the context of the normal and pathological biochemistry and physiology of Man. Principles, problems, current trends and potential future developments will be covered rather than a routine description of methods.

Module Title: Cellular Pathology**Module Code:** BIOM3002**Semester:** Yearlong**DMU Credits:** 15

Module description: Cellular pathology is the microscopic examination of normal and abnormal cells (cytopathology), and tissues (histopathology) for indicators of disease. The module builds on the introduction to basic histological and cytological techniques undertaken in the double credit modules BIOM1010 (Basic Anatomy & Physiology) and BIOM2003 (Organ Systems Physiology). The module seeks to provide a theoretical and practical understanding of the identification and description of cell and tissue lesions at the macro- and microscopic levels, relating these to the molecular mechanisms involved in underlying disease processes.

The module contents meet the guidance set in the Quality Assurance Agency Subject Benchmark Statement for Biomedical Sciences (2019), which include: • The changes in gross structure and ultrastructure of normal cells and tissues, which may occur during disease; • Reproductive science, including infertility and embryology; • The preparation of cells and tissues for microscopic examination; • The principles and applications of visualisation and imaging techniques, including microscopy, to aid diagnosis and treatment selection.

Module Title: Clinical Immunology**Module Code:** BIOM3003**Semester:** Yearlong**DMU Credits:** 15

Module description: BIOM3003 (Clinical Immunology) module builds upon the second-year module BIOM2004 (Inflammation and Immunobiology). Clinical immunology is the study of immunopathological conditions and abnormal immune function. In the second year, in BIOM2004, students learn the fundamentals of immunology like development of the immune system, inflammatory mechanisms, humoral and cellular immune responses. In the third year, BIOM3003 students learn the pathology / disease states which are caused by the abnormal functioning of the immune system, the various ways of diagnosing these disease states and the therapeutic strategies that are currently adopted or that are under research. The main learning topics are immunopathology, diagnosis and therapeutics associated with microbial viral infections, immune dysregulation, transplantation immunology, autoimmunity, immunosuppression, cancer immunology and immune markers in clinical diagnosis. This module provides a strong immunology, immunopathology and applied immunology knowledge and skills to the final year students.

Module Title: Medical Microbiology**Module Code:** BIOM3005**Semester:** Yearlong**DMU Credits:** 15

Module description: This Module takes students away from basic microbiology into the area of operational, applied microbiology: it involves activities and the study of organisms appropriate to public health. The lectures focus on disease states, methods of disease transmission and disease control, as well as on the properties of micro-organisms. This

module will be of greatest interest to students wishing to work in clinical microbiology laboratories.

Module Title: Research and Innovation (Project) (available only as a non-lab based project)

Module Code: BIOM3006

Semester: Yearlong

DMU Credits: 30

Module description: This module provides students with the opportunity to design, execute and report upon a small scientific project, either developing a method or addressing a research problem.

Module Title: Haematology & Transfusion Science

Module Code: BIOM3011

Semester: Yearlong

DMU Credits: 15

Module description: This module is made up of the four units: red blood cell associated disorders, white blood cell associated disorders, haemostasis, and transfusion science which are designed to provide a sound knowledge and understanding of haematology and transfusion practice.

Module Title: Clinical Genetics

Module Code: BIOM3014

Semester: Yearlong

DMU Credits: 15

Module description: The aim of the module is to give students an appreciation of the clinical genetics specialist area in the biomedical sciences.

Criminology

Module Title: Prisons Punishment & Society

Module Code: CRIM2001

Semester: S1

DMU Credits: 15

Module description: This module will enable students to engage with theories of punishment and the historical, social and political context of penal policy in England and Wales. Students will consider the nature and purpose of punishment, sentencing practices and problems impacting on the decision-making process, punishment options including; imprisonment and

alternatives to prison as well as the possibilities for reform. Likely content is:

- Justifications for punishment (reductionist and retributivist approaches)
- Classical sociology and punishment
- The pains of imprisonment
- Punishment and penal policy
- Differential punishment; race and gender
- Abolitionist perspectives
- Criminal Justice agencies (e.g.) HM Inspectorate of Prisons
- Sentencing practices

Module Title: Rehabilitation and Desistance

Module Code: CRIM2002

Semester: S2

DMU Credits: 15

Module description: This module aims to engage students with theories of rehabilitation and the historical, social and political context of probation services in England and Wales. Students will consider the nature and purpose of community justice, the balance of managing risks/protecting the public with addressing the criminogenic needs of individuals and the role of non-state agencies in providing probation services in the criminal justice system. Likely content includes:

- Marxist sociology and the critique of imprisonment
- Foucault's Technologies of the Self
- Rehabilitation in penal policy
- Engaging offenders in the process of personal change
- Theories of desistance
- The privatisation of probation services and the 'penal voluntary sector'

Module Title: Research and Effective Practice

Module Code: CRIM2003

Semester: Yearlong

DMU Credits: 30

Module description: The Research for Practice module is designed to introduce you to skills needed to assess & evaluate research and its relationship to practice in the Community & Criminal Justice Sector.

This module is intended to prepare you for your research dissertation at Level 6; it will familiarise you with the different skills required for this purpose - identifying an area of interest, developing research questions, conducting a literature review, understanding how data are collected and analysed (including quantitative and qualitative data) and understanding how findings are presented in a variety of ways.

- Theoretical approaches to research in the social sciences
- Research strategies
- Theoretical research traditions and approaches
- Research design
- Research methodologies

- Securing a research question
- Reviewing the literature
- Ethical Issues
- Relationship between policy and practice
- Evidence Based Practice.

Module Title: Crime, Risk and Community Safety

Module Code: CRIM2004

Semester: Yearlong

DMU Credits: 30

Module description: This module will explore historical developments in policy relating to the assessment and management of risk, along with a critical examination of measures aiming to reduce or prevent offending under the remit of community safety. It will also develop student's understanding of the impact of crime at a community level and what is meant by the term 'community'. This will enable an analysis as to how this term is increasingly incorporated into social policy and the challenges such an approach will face.

The notion of the 'risk society' will be critically explored in line with concerns over the culture of control in the name of improving safety in communities. The module will look at developments in multi-agency working in a range of professional settings relevant to Criminal Justice, including, the youth justice sector and in the adult sector. This will also be set in political context of managerialism in criminal justice policy, the need for efficiency and effectiveness. Recent coalition government strategies will also be evaluated. The syllabus to be covered includes:

- Introduction to module
- Theoretical perspectives of risk
- What is meant by community safety?
- The impact of managerialist approaches on criminal justice policy
- The political context, policy and legislative framework to multi-agency working
- The development of multi-agency working arrangements
- Risk assessment in criminal justice policy
- Risk management in criminal justice policy
- Barriers and challenges of effective partnership including culture, ethos and methods of working
- Impact of media representations of crime and community
- Policing and community safety
- Crime prevention strategies - situational and social solutions
- The role of the private sector
- Voluntary services role in community safety
- Risk and community safety measures relating to offending e.g. Anti-social behaviour; Violent crime; Sex offenders; Drugs; Mentally disordered offenders; Young offenders

Module Title: Policing

Module Code: CRIM2015

Semester: Yearlong

DMU Credits: 15

Module description: The aim of this module is to provide learners with an introduction to the functions of British public policing, its evolution and contemporary forms, and role within the criminal justice system. An important goal of the module is to assist students to analyse and evaluate key developments within British policing at an elementary level.

The module serves as a good introduction to other policing-based modules in the third year, such as the policing studies module elective and international perspectives. The content of the module covers the origins of the modern British police service and the concept of policing by consent and the key developments since 1829. Central to this appreciation is how socio-economic, cultural and technological changes have impacted on how public policing is carried out in modern society. An important dimension of this is how matters of diversity first begun to emerge on the police policy agenda.

For example, the impact of early feminists on policing. The module will examine the work carried out by the modern British police and some of the problems and issues involved. The module covers how the public police as an institution relates to other criminal justice institutions and agencies. The module will critically utilise introductory theories in understanding the workings of the police and its role within the British criminal justice system. The syllabus to be covered includes:

- Policing and Society
- The origins of the modern British police
- 19th century feminism, gender and policing
- Post-war Britain and policing
- The nature of police work
- Police powers
- The police role within the criminal justice system
- Policing and technology
- Recruitment and training of police officers
- Contemporary policing problems and issues

Module Title: Mental Health and Crime

Module Code: CRIM2025

Semester: Yearlong

DMU Credits: 15

Module description: This module will introduce students to 'Mental Health' in general and develop on any previous teaching but teaching and assessment will focus on Mental Health in the context of criminal justice. Students will receive teaching on a range of topics including, personality disorder, young people and mental health, diversion, sex offenders and mental health, victims and mental health and mentally disordered offenders and their management, policing mental health, dual diagnosis and substance misuse.

As well as taught material, students will be encouraged towards self-directed reading and learning on a range of relevant topics. This will mean that students will have the option of choosing topics for their assignments on which they have not had specific teaching, but that come under the umbrella of the module title and module learning outcomes. Students will have a degree of choice over assignment topics which can reflect their own area of interest (see assessment notes below).

The syllabus to be covered includes:

- Introduction to mental health
- Personality Disorder
- Criminal Responsibility and Mentally Disordered Suspects
- Diversion and the Care Programme Approach (CPA)
- Mental Health Act 1983 & Mental Health Act 2007
- Young people and mental health
- Sex offenders and mental health
- Women, custody and mental health
- Dual Diagnosis
- Policing and mental health
- Prisons and mental health

Module Title: Religion, Faith and Crime

Module Code: CRIM2035

Semester: Yearlong

DMU Credits: 15

Module description: Religion, Faith & Crime will provide an overview of international developments in community and criminal justice, the divergent meanings associated with community and criminal justice and different faith-based approaches in the community and criminal justice sector. This will be used as a theoretical platform for students to specialise in this elective. The module will build on learning in Level 4. The module will also enable students to develop their understanding of the role of faith and religion in relation to offending.

This will cover contemporary issues & philosophical debates as well as links to policy-making, historical context and impact on both offenders / victims. Anti-discriminatory practice and diversity are core themes which run throughout the programme and students will be required to demonstrate understanding of these key principles and demonstrate the knowledge and understanding of how these are relevant in working within a multi-faith society. The module will develop students understanding of the concepts of joint working and effective practice. It will allow students to critically appraise the application of theories relating to religion, faith and crime.

This module will be pursued through assisted distance learning which will combine lectures, seminars and e-learning. Students would benefit from engaging in relevant voluntary work or agency visits relating to their chosen elective. It will be the responsibility of the student to arrange such visits. This module will introduce students to aspects of faith and religion or common perceptions of faith and religion, which are relevant to the Criminal Justice System, e.g. role of religion in the creation of laws/legal systems, terrorism, punishment etc.

Teaching will cover the following topics, although students will be encouraged to follow suggested reading and additional research during the self-directed study weeks.

- Sign, Symbols & Codes: understanding the language of religion
- Whistle Stop Tour of World Religions
- Traditional Representations of Crime & Criminality
- Does Religion Cause or Deter Crime?
- Moral Boundaries: Social Ecology & Social Capital
- Child Abuse by 'People of Faith'
- Should we have 'faith' in Criminal Justice System: the role of faith-based organisations
- Terrorism: A Problem with Religion?

- Religion & Punishment: From Ancient Rome to the 21st Century
- Faith, Religion & Spirituality: Victim Coping Strategies
- Religiously-Motivated Offending: Cults, Suicide and the Role of 'Belief'.

Module Title: Restorative Justice in Practice

Module Code: CRIM2045

Semester: Yearlong

DMU Credits: 15

Module description: This module will be relevant to students interested in working with offenders in a community justice setting. This module will explore the various origins and applications of Restorative Justice and the critical theoretical analysis which has followed. It will also consider the National Occupational Standards (NOS) applicable to practitioners working in RJ and Offender management. Whilst focus will be on the application and impact of restorative process on victims, students will additionally be encouraged to consider the key values of offender rehabilitation and theory around the process of change.

The module will consider key methods in offender supervision (e.g. pro-social modelling, motivational interviewing, the cycle of change). An emphasis will be on a practical approach to these skills to support both victim and offender. An exploration of how the rights and needs of victims, communities and offenders are identified and addressed will be a central tenant of the module learning, as will the examination of the key skills required by mediators, offender managers and facilitators.

Examples of module content is as follows:

- Definition and Origins of RJ and Managing Offenders.
- Rehabilitation and the process of change
- Pro-social modelling and motivational interviewing
- Different forms and applications of RJ - mediation, family group conferencing, circles of support and accountability, education, family court welfare, social care settings

These topics are indicative of module content and do not reflect the entire curriculum.

Module Title: Domestic Abuse

Module Code: CRIM2055

Semester: Yearlong

DMU Credits: 15

Module description: This module considers the changing social, political and legal recognition of abuse and violence which occurs within intimate relationships and its impact. Students will be encouraged to engage in an examination of the varying context, nature, signs, triggers and impact of domestic abuse. The module will highlight social and health care responsibilities as well as developments within the criminal justice sector, legal and civil proceedings frameworks.

The impact of feminist perspectives will be considered as well as the emerging best practice debate. Research into the experiences of victims / survivors will include a consideration of both male and female victims, the gay community, elder abuse and other groups perceived to have an increased vulnerability such as adults with disabilities. Students will be required to evaluate the various responses to domestic abuse which have emerged both in terms of

working with victims / survivors and perpetrators, third party reporting, specialised Domestic Violence Courts, the work of both statutory sector and voluntary / community / charity-based organisations will be considered as will multi-agency frameworks such as MARAC in relation to risk assessment and management.

Key concepts such as support, safety, empowerment and resolution will run throughout the teaching and learning. The complex ways in which ideas and assumptions about race, gender, age, class, sexuality, religion and disability may also impact on the commission of and response to domestic abuse will also be examined.

Module Title: Media and Crime

Module Code: CRIM2065

Semester: Yearlong

DMU Credits: 15

Module description: This module represents one of a number of 15 credit student optional modules which students may choose to take in their second year. This module will consider the impact of the entertainment and news media on crime and criminal justice and the perception that the media can be seen as both a cause of crime and violence and as an unused but powerful potential solution to crime.

The module will provide students with an appreciation of the changing content of media in relation to crime and will consider a number of topics from the following themes:

- The development of media and crime in news and entertainment.
- Preservers of the peace representations of the police.
- Crime in the media: subversion, social control, or mental chewing gum?
- Representations of young people.
- Representations of the offender - mad, bad and dangerous to know?
- The victim as a focus for change.
- Moral panics and the role of the press.
- Blogging and the use of the internet as a response to social control.
- The use of media in prison.
- The role of censorship as a social construct.

Module Title: Drugs, Substance Use and Crime

Module Code: CRIM2085

Semester: Yearlong

DMU Credits: 15

Module description: This module will explore the relationship between Drugs, Substance Use and Crime. The overall aim of the module is to provide students with an understanding of how localised drug usage and the international trade in both legal and illegal drugs are related. The Module is divided into three core sections: The first will begin by looking at the history and international factors that have shaped the contemporary drug trade.

The second will look at regulation and criminalisation of drugs in the UK and the impact of this on how we perceive criminality. The third will look at the harms of drug and substance misuse, and how we treat and manage addicted offenders. The syllabus will cover:

- The History of Drugs, Alcohol and Substance Use.

- Myths and stereotypes related to Drugs, Alcohol, Substance Use, Crime, and related Harms.
- Types, Effects and extent of use of Drugs and Substance use and its impact on individuals and society.
- The Legislation and Policy context
- Major Treatment and helping techniques
- The Night Time Economy
- New Psychoactive Substances
- Trafficking, Importation, Globalisation and International issues
- Dual diagnosis
- Various debates: e.g. The Normalisation of drug use in contemporary society
- De-Criminalisation v Prohibition

Module Title: Crime, Deviance and Subcultures

Module Code: CRIM2086

Semester: Yearlong

DMU Credits: 15

Module description: This module concentrates on crime, deviance and subcultures. It considers the ongoing debates and criticisms about subculture and subcultural theory in the study of crime, with particular focus on youth crime. It explores the contributions of key thinkers from both the Chicago School and the Birmingham School of Cultural Studies.

Finally, it suggests why subcultures should transcend the classic typology to a novel and global understanding of youths whose behaviours are contrary to the mainstream culture.

Module Title: Families, Crime and Justice

Module Code: CRIM2088

Semester: Yearlong

DMU Credits: 15

Module description: This module will build on previous learning in relation to women/gender and the criminal justice system and will broaden some of these issues out in relation to criminogenic factors, family and the criminal justice system. The module is designed to meet the needs of students who might have a specific interest in pathways into offending, family, poverty, women, family background, mothers and mothering in relation to criminal justice together with effects of parental incarceration.

Students will receive teaching on a range of topics including, those outlined - as well as taught material, and students will be encouraged towards self-directed reading and learning on a range of relevant topics. This will mean that students will have the option of choosing topics for their assignments on which they have not had specific teaching, but that come under the umbrella of the module title and module learning outcomes. Students will have a degree of choice over assignment topics which can reflect their own area of interest (see assessment notes below). Students will be directed to a module 'resource bank' that will facilitate independent study and learning - and will also effectively 'broaden' the remit of the module and therefore the opportunity for students to increase their knowledge and understanding surrounding families, gender, women and criminal justice - in addition this will enable students to think broadly in relation their assignment choices. (See assessments).

The syllabus to be covered includes: Context, Inequality and Statistics Gender related

pathways into Offending Women and labels i.e. 'perpetrator' of 'Victim/Survivor' or both Impact of Imprisonment (particularly in relation to gender differentials) -women, families and society Sentencing frameworks and system responses to women/gender in the CJS Alternatives to Custody & Offender Programmes Research on gender related issues in the CJS

Module Title: Digital Criminology

Module Code: CRIM2090

Semester: Semester 2

DMU Credits: 15

Module description: Late modernity has become typified by notions of pervasive connectivity and ubiquitous digital technologies, from hardware such as smart phones, tablets and Near Field Transactions (contactless payments) to multiple social media platforms and new forms of communication. These technologies provide new spaces for social interaction, but they also create new opportunities for crime and criminality to manifest.

This module will explore the boundaries between our embodied and virtual lives within the context of criminal justice. The module explores such crimes as skimming, phishing and the production of indecent images, as well as challenges for criminal justice practitioners, such as the dark Web/'Silk Road' and the hacker collective, Anonymous. Students will be introduced to the theories of Jean Baudrillard (simulation in social lives), Judith Butler (performativity & the 'digitalization of evil') and Michel Foucault (surveillance, power and technologies of the self) in order to critically analyse the responses to the challenges from key criminal justice agencies (police, National Crime Agency/CEOP, NOMS) and NGOs (Internet Watch Foundation).

Education Studies

Module Title: The Philosophy of Education

Module Code: EDUC2241

Semester: S1

DMU Credits: 15

Module description: This is a 15 credit second year module intended to develop a more philosophical approach to the study of education than the first-year modules. A focus on the contribution of significant philosophical texts (from the classical, medieval, enlightenment and romantic periods, as well as from the last 150 years) will inform enquiry in contemporary educational fields

Module Title: Contexts for Inclusive

Module Code: EDUC2244

Semester: S1

DMU Credits: 15

Module description: Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal theme on how some learners can be integrated into mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. The module begins by exploring foundational concepts of Inclusion and tracking these through evolving attitudes

and policies over time, in the UK and beyond. The dilemmas, issues, lived experiences and dialogues of inclusive education take us into the international perspectives of the module, exploring the landscape in a range of countries.

Module Title: Researching Education

Module Code: EDUC2229

Semester: Yearlong

DMU Credits: 30

Module description: This module considers the current themes, debates, methods and ethical issues involved when carrying out research into education. This module will therefore develop students' research skills and awareness of paradigms, methodologies and ethical considerations when undertaking educational research with children and young people. The question of what constitutes good educational research will be addressed and you will be encouraged to develop strategies to better understand and critique the immense variety of educational research reported in books and journals. In this module, students will be introduced to the entire process of conducting educational research from the initial stages of thinking about research questions to designing a project, choosing particular methodologies and methods and analysing the data that you collect. They will be encouraged to look at this from a political and philosophical as well as an educational perspective and you will also be asked to consider and reflect on the key issues that educational researchers face, including how it is possible to ensure good ethical practice.

This module will therefore develop students' research skills and awareness of paradigms, methodologies and ethical considerations when undertaking educational research with children and young people. It will encourage them to think about the relationship between themselves and the children and young people they are researching in order to ensure respect for children's and young people's rights and interests. The module will also expose students to current research and interests relating to the education of children and young people and should be considered by the students as a preparatory module for the Level 6 Dissertation.

Module Title: Music in the Life of the Primary School

Module Code: EDUC2322

Semester: S1

DMU Credits: 15

Module description: This module is based on the principles that everyone can be a musician, that children and adults can always develop and improve musical skills, and that all teachers and intending teachers can offer rich, high quality musical experiences for pupils. Whilst there will be an emphasis on accessible, enjoyable practical musical activity throughout the module, there are no pre-requisites and there will be absolutely no expectations that students have a particular background or expertise within music.

However, students will be expected to embrace a range of supportive opportunities within workshops to explore basic voice and classroom instrument work, along with various types of music technology (using computers and other equipment to help pupils make and perform music). It is the module leader's overriding priority to ensure that these experiences are positive and enriching, thus building confidence for the future.

Music is a statutory subject within the Key Stages 1 to 3 of the National Curriculum and responsibility for teaching music in the primary school typically rests with generalist class teachers. Research has consistently suggested that many primary teachers without a formal background in music can find approaching this subject a particular challenge. At the same

time, Ofsted continues to report examples of excellent musical practice in primary schools, much of it led by non-specialist teachers.

Against this professional background, this module offers students basic, core practical skills in primary music education, supported by engagement with key contemporary debates regarding UK policy, practice, theory and research into children's musical development. The module will be of particular benefit to those students considering a future career in teaching, since offering basic experience in music can be distinctive within training and job applications. Moreover, given its statutory status all primary teachers can expect to be required to teach music at some point in their careers and an understanding of vocal health is essential for all teachers. However, it will also have great relevance to anyone with an interest in the arts, school improvement and ethos, local authority administration, community outreach work, extra-curricular activity or the interface between contemporary UK education policy and practice. Students with a particular background in music will be supported and encouraged to share this with peers, if comfortable to do so. The intention throughout will be to create an inclusive 'community of practice' for all.

Practical work will be situated within coverage of the changing policy context for primary music education, including the impact of the recent National Plan for Music Education, the 'Wider Opportunities' initiative and the adoption of 'hub' partnerships between schools, service providers and the third sector. We will consider the role of music in the lives of young people and ways in which community diversity can be reflected. We will also explore ways in which music can support and enrich the whole curriculum, as well as contribute to whole school ethos and extracurricular activity. Students should expect to be set self-study activities between workshops that will support their learning in class.

Module Title: Computer Programming as a Tool for Learning

Module Code: EDUC2323

Semester: S1

DMU Credits: 15

Module description: For those with an interest in education, computer programming offers a fascinating 'window' into learning. It can develop problem-solving skills and provide 'real-world' applications of many fundamental logical and mathematical concepts. Computers can function as 'objects to think with', facilitating a variety of practical teaching and learning styles. Learning to program can give people confidence in using computers for any task and offers insights into many of the key debates regarding the 21st Century digital economy. It is also an extremely creative, social process and can be a lot of fun!

No previous technical, computing or mathematics experience is required for this module, since it will be taught in an accessible, active and problem-solving format, intended to help staff and students form a welcoming 'community of practice'. As such this module is accessible to absolutely everyone. From September 2014, the new National Curriculum will introduce major requirements in computer programming. At Key Stage 1 pupils will be taught how to 'create and debug simple programs', whilst at Key Stage 2, these programmes will need to 'accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts'. These requirements are likely to lead to considerable professional development demands within schools and prospective teachers offering skills in this area are likely to be well-placed to meet recruitment and training needs. More generally, our economy continues to require graduates with good, basic computer programming skills.

A recent survey by City & Guilds (October 2013) revealed that 74% of IT, Digital & Information

Services employers believed that their sector is facing a skills shortage. Thus, whilst this module will focus on the programming languages and technologies employed in UK classrooms, it will be extremely useful to those whose future career plans lie outside primary teaching. This is because the fundamental concepts explored will be applicable to a wide range of other areas.

For instance, many jobs now require knowledge of website design and maintenance. Students will gain practical experience in a range of key, free/open source programming language and technologies that are widely used in primary schools. These are likely to include Scratch, Logo, Kodu and possibly Python (final list to be confirmed). Case studies will also be presented of related, hardware products, including the Raspberry Pi, Lego Mindstorms NXT, the Valiant Roamer and the Bee-Bot (final list to be confirmed). Practical work will be situated through coverage of key theory, research and professional literature on children's computer programming and learning. We will remain focused on curriculum needs throughout, and will consider how programming projects can support the wider primary curriculum.

Module Title: Contemporary Perspectives on Childhood, Youth and Education

Module Code: EDUC2324

Semester: S1

DMU Credits: 15

Module description: This module will introduce students to a range of perspectives, theories and debates concerning contemporary cultural change and how these impact on education and learning. Prominent themes will include the rise of consumerism, globalisation, mass communication, multiculturalism, identity formation and technology. We consider the potential opportunities and threats that these offer to learning in the 21st Century. As such, the module is highly relevant to the needs of future teachers but has a great deal to offer to anyone interested in contemporary cultural and social trends.

The module encourages students to draw upon contemporary research evidence and to evaluate factors influencing the educational development of individuals. We will critically analyse the various cultural contexts in which learning now occurs and explore the complexities of these educational processes. Drawing from a range of disciplines, the module encourages students to think about what it means to be a learner now. We will reflect on the qualities that children and young people need to acquire from formal and informal learning contexts in order to succeed in a world of uncertainty, complexity, plurality and unpredictability.

The module draws extensively on the work of Curtis and Pettigrew (2009) and examples of specific topics include the educational implications of: · Consumerism / 'affluenza' · Democracy of fame · Celebrity culture · Dumbing down · Fluidity/unpredictability · Globalisation · Individualism / age of competitiveness · Infantilisation of culture · Media saturation · Multiculturalism/diversity/plurality · Uncertainty · 21st century learning

Module Title: How People Learn

Module Code: EDUC2346

Semester: Yearlong

DMU Credits: 30

Module description: This module will explore child development and in particular an individual's social and emotional development. It will examine a range of perspectives which consider how the cognitive, social and emotional realms of individual development are all closely inter-linked and mutually dependent. The module, for example, offers an exploration

of how we develop emotions and morality, and how each can be reflected within the educational environment. Similar topics will include play, poverty and the increasing influence of psychopathology. Fundamentally, the students will be asked to consider education and the holistic development of children, and how theory empowers or disempowers us to support children in this development.

Module Title: Global Comparative Education

Module Code: EDUC2347

Semester: Yearlong

DMU Credits: 30

Module description: This module encourages students to look beyond UK borders by examining education systems outside the UK, utilising comparative frameworks and considering global conceptualisations of education. The module will deepen students' understandings of contemporary issues and key debates with reference to evidence-based education practice; the humanities; culture and policy. This module is global in the sense that it reaches beyond Europe, toward East Asia; and engages with issues of global education not normally considered in the comparative tradition (sustainability, economic development, postcolonial self-determination, etc.).

Module Title: Perspectives on diversity: Rhetoric or Reality

Module Code: EDUC2245

Semester: S1

DMU Credits: 15

Module description: This module focuses on theory development and builds on sociological foundations from level 4, as well as from the 'Inclusion in context' module. It applies a range of theoretical perspectives to look critically at 'Inclusive education' and the extent to which appropriate approaches and responses to diverse learners are facilitated or obstructed. Structures within education and broader society will be considered as they reinforce or challenge stereotypes and filter participation and Inclusion. We consider how to transform education systems in order to respond to the diversity of learners. The module aims to understand how both teachers and learners feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

Module Title: Education and Equality: Class, Race and Ethnicity

Module Code: EDUC3312

Semester: Yearlong

DMU Credits: 30

Module description: This course is concerned with issues of equality, equality of opportunity and justice in education. Social class is the single most important factor associated with educational attainment in Britain today. The course discusses current debates concerning social class and educational outcomes and explores the consequences of the social class divide in education, for individuals and the society as a whole.

The issue of race and culture has been of interest to academics and teachers as well as those concerned with equality in education and society since the 1960s. Government policies concerning race and immigration have impacted on the education system and the issue

remains important in current educational debates. Constructions of race and culture are very relevant to a wide range of educational issues such as achievement and attainment, exclusions and educational rights.

Racism can have serious consequences for young people including violence and even death. This course is interdisciplinary, incorporating historical, sociological and psychological understandings. It provides an introduction to debates and will be useful to all those intending to work in educational settings and those who wish to gain a better understanding of the relationship of educational attainment to rewards in later life and to the structure of society.

Module Title: Gender and Education

Module Code: EDUC3313

Semester: Yearlong

DMU Credits: 30

Module description: This module is about the equality/inequality of men and women in our society, both past and present, and explores how this affects our education, our identity and our roles in life. In Britain, one of the biggest changes of the twentieth century was the entry of women into public life, but it was not until the last quarter of the century that the idea of 'equality of opportunity' in education was expressed in public debate in relation to gender. The achievement of girls in public examinations at school level has changed remarkably within the last twenty years. Whereas in the 1970s boys performed better than girls in examinations at all levels above that of Certificate of Secondary Education (CSE), this situation has been largely reversed. This and other issues of gender within education have been the subject of controversy among academics, educationalists and politicians. This module explores debates in gender and its relationship to education. It examines the education system and its relationship to the wider society as well as social change with respect to gender relations.

Module Title: Radical Education

Module Code: EDUC3315

Semester: Yearlong

DMU Credits: 30

Module description: This module will provide students with the opportunity to consider possibilities for radically different educational structures and meanings. It will make use of much of the work covered in the previous two years to develop critical perspectives on education and to explore alternative conceptualisations. Students will be encouraged to think critically and creatively and will have the chance to produce and defend their own education innovations.

Module Title: Adult Learners & Lifelong Learning

Module Code: EDUC3317

Semester: Yearlong

DMU Credits: 30

Module description: As the title suggests this module offers the learner a view of teaching and learning, and the political and social demands made of those, beyond primary education. This degree is not designed for Primary Education alone and there are many sectors within education that would suit the content being covered on your Education Studies degree. All have a practical dimension, all of them have a social and political dimension and all of them have a psychological dimension. What differs are simply the nature of those seeking to learn

and the context within which that learning takes place.

On this module we will therefore seek to understand the individual adult learner and the changes that occur psychologically and socially with age, but also the social and political expectations of that learner. As such it will not only cover theory and concept but the pragmatic context of education as well. In the second semester in particular we will explore the ways in which theory engages with actual education sectors such as Community Education, Prison Education and Museum Education. These will involve guest lectures from those sectors and where possible visits to better understand how learning takes place in practice.

Module Title: Education and the Arts

Module Code: EDUC3320

Semester: Yearlong

DMU Credits: 30

Module description: This module will equip students with an understanding of arts education policy, pedagogy, curriculum design, and assessment in a time of educational, economic, technological and social change. We will explore the place of the arts in the evolving English education system and in the early years, informal, and community settings.

We will consider the various motivations for the inclusion of arts in education and key contemporary debates regarding intercultural and multicultural arts education, the nature of 'creativity', STEM vs STEAM and the creative industries, the influence of technology, and access and equality of opportunity.

We will also investigate life-long engagement with the arts via public spaces including museums, libraries, galleries and performance venues. Issues surrounding training for artists and arts educators will be explored, along with pertinent professional and workforce matters (e.g. professional development, 'generalists' vs. 'specialists', safeguarding, health and safety, funding and employment opportunities). These will all be set in the context of the work of key arts education theorists including Dewey, Read, Gardner, Boal, Reid, Giroux, Greene and Abbs.

Module Title: Special Educational Needs and Disabilities

Module Code: EDUC3321

Semester: Yearlong

DMU Credits: 30

Module description: EDUC3321 Special Educational Needs in Primary and Secondary Schools module is an important module. It is important because going forward you will be working in environments with children, young people or adults with different ways of thinking and doing things than how 'normally' things are done. It is important that you play your role in challenging how difference in abilities is often presented as problematic, and something to be pitied at and why inclusive practice begins with everyone playing their part.

This module will explore how primary and secondary schools support children who have special educational needs and/or disabilities (SEND). The module provides the opportunity to critically engage with thinking and theory in the field of special and inclusive education. It focusses mainly on developing a general understanding of various SENDs, different educational settings – including Mainstream and Special Schools - Pupil Voice – the views of children with SENDs, Parent Voice – the views of Parents of Children with SENDs, Professional Voice – the views of Teachers and other Professionals who work with children with SENDs. It will examine some of the more common SENs such as dyslexia, dyspraxia,

dyscalculia, dysgraphia, ADHD (Attention Deficit Hyperactivity Disorder), ASD (Autistic Spectrum Disorder), SEMH (Social, Emotional, and Mental Health), and Asperger's Syndrome. Students will also have the opportunity to study other forms of SEN in their coursework submissions.

The module will look at inclusive practice in schools, both in mainstream classrooms and in specialist support units.

Health and Wellbeing in Society

Module Title: Health and Welfare

Module Code: HEST1116

Semester: S1

DMU Credits: 15

Module description: This module is designed to provide students with an historical perspective on the origins of social services, the development of the welfare state and the provision of welfare services during the latter half of the Twentieth Century and the beginning of the Twenty First Century.

It will introduce students to key concepts relevant to economic policy and aspects of welfare. The module will address a number of dimensions to the study of welfare such as political and governmental processes, taxation and poverty.

Module Title: Personal and Academic Development

Module Code: HEST1117

Semester: Yearlong

DMU Credits: 15

Module description: Module Aims To introduce students to personal and academic skills they will require for their degree. To provide students with the opportunity to apply these skills and gain constructive feedback. To introduce students to a range of academic and non-academic support services DMU offers that they can utilise throughout their degree.

This module is designed to help students develop the personal and academic skills required for University study. This module is unique in nature due to its collaborative nature between academic and pastoral services within the University. Whilst some of the module will be delivered by the teaching team the module will have significant input from the Centre for Learning and Study Support, the Math Learning Centre and the DAS team. Thereby helping students to learn about different support services which DMU has to offer.

Module Title: Psychological & Sociological Theories of Health and Illness

Module Code: HEST1118

Semester: Yearlong

DMU Credits: 30

Module description: Sociological aspects - This module aims to introduce students to the sociological and psychological analysis of health, illness, and health care. It will provide an introduction to sociology and psychology, and a variety of sociological and psychological concepts, theories and methods and will help students to apply sociological perspectives to the study of health. Topics explored include: the relationship between social categories and health (gender, social class, ethnicity); disability; technology; ageing and more.

The module content will include themes such as the biopsychosocial approach to health psychology, social cognition, emotion, learning and behaviour. Therefore, no central single perspective will be advocated. Theories which draw on the above themes will be used to explain the psychological relationships between health, illness and health care.

Module Title: Health Improvement and Lifestyle

Module Code: HEST1119

Semester: Yearlong

DMU Credits: 30

Module description: This module is designed to introduce students to different perspectives on health improvement and will incorporate an introduction to biology, physiology and disease processes. It will consider concepts of health and lifestyle, including development of bio-socio-medical models of health.

The module will also consider factors influencing health and lifestyle and different approaches to the improvement of health, locating these within a wider public health context. Contemporary challenges to public health will be explored, for example mental health, obesity, smoking/alcohol.

The module will examine different approaches to promoting health and health improvement, including government policy. Within this module students will have opportunities to reflect on local national and global perspectives in relation to a range of public health issues.

Module Title: Introduction to Social Research Methods

Module Code: HEST1120

Semester: Yearlong

DMU Credits: 30

Module description: This module introduces the discipline of epidemiology and key concepts and methods. It will provide a knowledge base to equip students to develop a critical understanding of the relationship between epidemiology and public health policy and practice, and of the challenges facing epidemiology in contemporary society.

Module Title: Health and Disease in Communities

Module Code: HEST2119

Semester: Yearlong

DMU Credits: 30

Module description: Module Aims:

- to introduce students to academic study at degree level
- to equip students with the skills to read, analyse and write about social research at degree level
- to make students aware of the rationale for social research and the breadth of its exploration
- to introduce students to some fundamental tools of social research
- to equip students to undertake a basic critical appraisal of social research.

The emphasis in this module is on laying the foundation for a more detailed and philosophical analysis of research strategies and methods in the second year of the programme. Academic skills support to develop students' assessed work on this and other modules will also be provided as an integral part of the sessions.

Module Title: Psychological Aspects of Health

Module Code: HEST2123

Semester: S2

DMU Credits: 15

Module description: This module critically discusses the way psychological factors contribute to health. The module gives students an understanding of the way in which psychological concepts and theories can be applied within the field of health and health care. Biological aspects of health are also explored.

Module Title: Social Aspects of Health & Illness

Module Code: HEST2124

Semester: S1

DMU Credits: 15

Module description: The module seeks to build on the foundations laid in the level four module 'Introduction to the Sociology of Health and Illness' by sociologically and in some instances, conceptually, exploring further salient issues in the sociology of health.

This module in particular picks up contemporary issues and debates around E-Health and Medical Technologies, the relationship between health, risk and responsibility as well as examining in more conceptual detail more established theoretical contributions to understanding health.

Module Title: Debates and Dilemmas in Health and Social Care

Module Code: HEST2125

Semester: Yearlong

DMU Credits: 30

Module description: The module seeks to investigate what lies behind some of the headline stories we find in the news. Why are most of the top jobs in the NHS occupied by men and why do men still get paid more than women? Is the NHS actually free? Should health care be privatised? Is the NHS sustainable? Right to die? The module furnishes students with the concepts and theories in fields of study such as ethics and politics to address health and social care debates and dilemmas.

The module will explore the values and principles underpinning decision-making in health and social care. Students are encouraged to consider their own values and points of view about human nature and human society and to check these out against particular perspectives found in fields of study such as ethics and politics. Students will be encouraged to engage with relevant concepts and theories in these fields of various debates.

Module Title: Applied Social Research Methods

Module Code: HEST2126

Semester: Yearlong

DMU Credits: 30

Module description: This module aims to equip students with a critical understanding of the principles and processes of a broad range of social science research methods. It discusses the major forms of research design available to the social sciences and provides students with an opportunity to acquire skills in social research data collection and analysis. It builds on the approach to research provided at Level 4.

Students will be encouraged to extend their understanding of epistemological traditions, forms of research and ethical issues introduced at Level 4 by developing a critical understanding of 'real world' research designs; understanding major methods of data collection and the fundamentals of data analysis in qualitative, quantitative and mixed-methods research. The module also addresses the important issues of research governance, including ethical approval processes. Students will be provided with the skills to prepare a short research proposal on a topic of their choice.

Module Title: Health Promotion and Public Health

Module Code: HEST3127

Semester: Yearlong

DMU Credits: 30

Module description: This module reviews past and recent developments in public health and considers concepts, principles and methodologies associated with different sub-fields of the subject. It introduces students to theories to guide practice, explores the evidence-base for intervention and features a special focus on actions to improve the environment to create a more health-promoting setting. Important perspectives and themes are explored via a focus on a variety of topical issues and debates within the public health discourse from local, national and international standpoints.

The module also explores the underpinning concepts, principles and methodologies which inform health promotion and public health practice. It examines the policy context for health development, protection and promotion and introduces students to leading theoretical frameworks and models for guiding and analysing intervention. A key aspect of the module is the understanding of other professions and the importance of interprofessional cooperation in the delivery of both health promotion and public health. Topical case studies are used as a vehicle for the exploration of important themes and debates in and around public health discourse.

Module Title: Mental Health and Wellbeing

Module Code: HEST3207

Semester: S1

DMU Credits: 15

Module description: This module will provide opportunities for students to explore and critically evaluate factors which influence mental health and well-being across the life course from the perspective of individuals, groups, communities and society.

The diversity and complexities of mental health and well-being will be explored and debated and the multifaceted nature of contemporary health promotion initiatives will be explored. Critical issues and current and future drivers will be explored and debated within the political social, technological and economic context.

Module Title: Ageing and Health

Module Code: HEST3208

Semester: S2

DMU Credits: 15

Module description: An ageing population is a key priority for health and social care policy makers and practitioners. This module aims to critically examine what it means to age 'healthily', drawing on biological, psychological, sociological and gerontological theory.

The module will explore physical age-related changes and associated diseases, consider the role of health promotion and supporting positive mental health. Ethical issues, right to die and safeguarding of older adults will also be covered.

Module Title: Social Exclusion and Health

Module Code: HEST3209

Semester: S2

DMU Credits: 15

Module description: The module considers concepts such as social exclusion and social capital. It also explores the impact of social exclusion on the health of different groups. Strategies and policy initiatives for addressing these issues are also explored.

Module Title: Health and Social Care Management

Module Code: HEST3216

Semester: S2

DMU Credits: 15

Module description: The module familiarises the students with key management and organisational theories relevant to health and social care management, providing an opportunity to critically assess the application of these concepts and theories to the delivery of health and social care in the UK.

The module will provide a knowledge base to equip students to develop a critical understanding of the theoretical, organisational and applied practices associated with the delivery of health and social care, as well as exploring the mixed economy of welfare and welfare pluralism.

Module Title: Gender, Health and Social Care

Module Code: HEST3218

Semester: S2

DMU Credits: 15

Module description: This module examines the relationship between gender and health. It seeks to explore the extent and character of gender differences in health care institutions, ideologies and practices.

In particular, it examines the gender differences in relation to health status; the use of health care services; and the division of labour in health care. It also explores various gender-relevant themes in health and health care, for example:

- Reproduction, sex work and domestic violence.
- Feminist theory and masculinity studies
- Men's health and gender
- Eating disorders
- Body image
- New reproductive technologies
- Women and sport

Module Title: Health and Wellbeing in Society Dissertation

Module Code: HEST3220

Semester: Yearlong

DMU Credits: 30

Module description: This module provides the student with the opportunity to select and research, independently, a specialised topic in the health field in considerable depth. Students may conduct an empirical or library-based study.

Psychology

Module Title: Introductory Research Methods in Psychology

Module Code: PSYC1090

Semester: Yearlong

DMU Credits: 30

Module description: This module introduces students to research methods in psychology, including descriptive measures, measures of difference, relationship, and association, introductory qualitative methods, protocols in research conduct and presentation, and the use of SPSS.

Using a pragmatic approach, students will be introduced to and involved in, all aspects of the research process including: research participation and consideration of ethical issues, data collection and analysis and writing formal research reports. Taught sessions comprise a mixture of lecture material and interactive workshop and seminar-based activities that incorporate e-learning.

Module Title: Core Areas of Psychology

Module Code: PSYC1091

Semester: Yearlong

DMU Credits: 30

Module description: This module introduces students to the discipline of psychology, and

provides an overview of five core areas, namely, biological, cognitive, developmental, personality and social psychology. The module provides students with an introduction to theories and research in these domains, and thus provides a foundation for the more detailed exploration of each of the areas in the second year of the programme.

Lectures provide the main method of introducing students to the module content. Lectures will provide opportunities for students to gain an overview of the work of key theorists and researchers in each of the five domains. Cross-cutting themes will include the relationship between theory and research, ethical issues in psychological research, and applications of psychological knowledge in every day settings. Lectures will be supplemented by a series of handouts, videos and other activities, including worksheets and group exercises. BlackBoard will be used to provide students with important information about the module and to direct students to additional resources.

Module Title: Historical Perspectives in Psychology

Module Code: PSYC1092

Semester: Yearlong

DMU Credits: 30

Module description: This module introduces students to the wide range of theoretical perspectives in psychology, which are placed within their historical context. The emphasis of the module is on understanding the development of psychology as a discipline across its core areas, focussing on the major schools and systems, the pioneers and theorists, evaluating their respective contributions to how psychology has developed to where it is today.

The aims of the module are (1) to enable students to appreciate the emergence of psychology as a science, as well as how it has developed and changed; (2) to provide students with an understanding of the differences between the major perspectives that psychology has adopted; (3) to introduce students to the key figures in psychology, so that they can evaluate their contribution; and (4) to understand the various roles of theory in the core areas of psychology, and the issues raised in the application of theory in practice.

Module Title: Psychology in Context

Module Code: PSYC1093

Semester: Yearlong

DMU Credits: 15

Module description: This module aims to introduce students to how Psychology may be used in different contexts in everyday life. The module introduces students to the theoretical underpinnings of the work of psychologists in specific fields, many recognized by the BPS.

Topic areas covered may include health psychology, clinical psychology, counselling psychology, educational psychology, occupational psychology, forensic psychology and sport psychology. Students will be encouraged to consider how psychological theory and research inform and influence the work of psychologists.

Module Title: Empirical Psychology

Module Code: PSYC1092

Semester: Yearlong

DMU Credits: 15

Module description: This module has been designed to introduce students to Psychology as an academic and research-oriented discipline. It is designed to develop students' understanding of the evidence base of psychology and the importance of research in shaping how we explain psychological phenomena. It will introduce the students to the reasons why empirical research is important and how research has shaped our understanding of various areas of psychology.

The module presents an overview of critical studies that have been influential in shaping the understanding of particular psychological constructs within a variety of sub-disciplines. It will present the opportunity for students to develop their critical evaluation skills through a variety of practical and theoretical activities in seminars related to key studies and influential research in psychology and will help students to understand that as methods of investigation develop, what we find can change our understanding quite radically.

Module Title: Further Research Methods for Psychologists

Module Code: PSYC2013

Semester: Yearlong

DMU Credits: 30

Module description: This 30 credit, Level 5 module is designed to develop students' critical appreciation of a range of research methods and statistics typically employed in psychological research, and thus builds on the material introduced in the first-year module Introductory Research Methods in Psychology. The module provides students with an opportunity to revise and extend the knowledge acquired in the first year, and includes a focus on (1) more complex quantitative techniques, such as regression analysis, one-way analysis of variance (ANOVA), factorial ANOVA (unrelated, related and mixed designs) and MANOVA, (2) the principles of psychometric test construction and development, and (3) an in-depth exploration of contemporary qualitative approaches to psychological research.

The module affords students opportunities to become involved in all aspects of the research process, from study design and participation, to the analysis of data using SPSS, qualitative analysis, and the production of research reports. The module, therefore, aims to provide students with the knowledge and skills to enable them to become competent in both appraising and conducting psychological research. The importance of promoting social inclusion and ethical considerations in psychological research will be stressed throughout.

Module Title: Psychology and Mental Health

Module Code: PSYC2090

Semester: Yearlong

DMU Credits: 15

Module description: This module introduces students to the history, aetiology, and theories of abnormal psychology. This module will facilitate students in developing a critical awareness of the issues and debates involved in understanding abnormal development.

It examines the psychological, social, cultural and biological influences upon general definitions of abnormality and specific disorders. Biopsychosocial, medical and cognitive-behavioural perspectives are focal points for appraising the causes, correlates and consequences of psychopathology.

Module Title: Biological Psychology

Module Code: PSYC2091

Semester: Yearlong
DMU Credits: 15

Module description: This module builds on the core area module to give students more in-depth coverage of topics in biological psychology. Topics that will be taught include: a foundation of biopsychology by psychophysical, physiological and neurophysiological techniques; an in-depth account of how bio psychological processes are arranged in the brain and how these processes can be disrupted by brain injury.

The course will be taught both from a theoretical and practical viewpoint and wherever possible examples will be given of dysfunction from patient groups via DVD, video and on-line resource-based learning. Assessment of this module is by unseen examination and coursework.

Module Title: Cognitive Psychology
Module Code: PSYC2092
Semester: Yearlong
DMU Credits: 15

Module description: Together with the level 4 module of PSYC1091, this module covers the key areas of cognitive psychology. Topics to be taught include: attention, short-term and long-term memory, semantic memory and organisation, problem-solving, information-processing and cognitive neuropsychology.

The course allows students to experience both theoretical and practical aspects of the paradigm with the use of interactive experimental programmes, as well as linking material into current research methods modules (PSYC2013). Assessment of this module is by one unseen examination and one piece of coursework.

Module Title: Developmental Psychology
Module Code: PSYC2093
Semester: Yearlong
DMU Credits: 15

Module description: This module covers developmental psychology, with emphasis on children's cognitive, and socioemotional development. This course aims to provide students with knowledge and understanding of: the major theoretical approaches to developmental psychology; the methodologies used in developmental psychology; research on children's cognitive development, and research into children's social development. Specific topics covered include aspects of children's memory development, language development, theory of mind, developmental cognitive neuroscience, gender development, and social relationships, as well as some of the developmental issues some children might face (e.g., Autism etc.).

Module Title: Personality and Intelligence
Module Code: PSYC2094
Semester: Yearlong
DMU Credits: 15

Module description: This module develops and expands students' knowledge of theory and empirical research in the domains of individual differences, specifically, personality, and intelligence.

The module aims to develop students' understanding of theories and research on a range of personality issues and perspectives. The module will deepen students' understanding of personality in different contexts including health and illness, disorders, and culture. Emphasis will be placed on a critically evaluative approach to the material.

The module also provides an overview of the history and development of intelligence theory and research. It introduces controversies in the area of intelligence testing, including issues of race, sex, culture and genetics. It also provides an overview of the field of emotional intelligence.

Module Title: Social Psychology

Module Code: PSYC2095

Semester: Yearlong

DMU Credits: 15

Module description: This 15 credit Level 2 module builds on key areas of social psychological theory and research introduced to students at Level 1. The module will include an outline of the different ranges and methodological approaches to understanding social behaviour and will place emphasis on students developing the ability to critically evaluate, compare and contrast different theoretical perspectives of social behaviour. This module will also encourage students to consider the applicability of social psychological theory and research to a range of social issues.

Students who want to study psychology for one semester only at level 5 you **MUST undertake the following modules:**

Module Title: Personality and Mental Health

Module Code: PSYC2510

Semester: S1

DMU Credits: 15

Module description: This module develops and expands students' knowledge of theory and empirical research in the domains of individual differences. The module aims to develop students' understanding of theories and research on a range of personality issues and perspectives. The module will deepen students' understanding of personality in different contexts including health and illness, and culture. Emphasis will be placed on a critically evaluative approach to the material. This module also introduces students to the history, aetiology, and theories of mental health. This module will facilitate students in developing a critical awareness of the issues and debates involved in understanding abnormal development. It examines the psychological, social, cultural, and biological influences upon general definitions of abnormality and specific disorders. Biopsychosocial, medical, and cognitive-behavioural perspectives are focal points for appraising the causes, correlates and consequences of psychopathology.

Module Title: Cognitive and Biological Psychology

Module Code: PSYC22511

Semester: S1

DMU Credits: 15

Module description: This module also introduces students to the history, aetiology, and theories of mental health. This module will facilitate students in developing a critical awareness of the issues and debates involved in understanding abnormal development. It examines the psychological, social, cultural, and biological influences upon general definitions of abnormality and specific disorders. Biopsychosocial, medical, and cognitive-behavioural perspectives are focal points for appraising the causes, correlates and consequences of psychopathology.

Module Title: Social and Developmental Psychology

Module Code: PSYC2512

Semester: S1

DMU Credits: 15

Module description: This 15-credit Level 5 module builds on and extends key areas of social and developmental psychological theory and research. The module will cover important social psychology topics such as attitude and behavioural change, persuasion, social cognition and social relationships. The Developmental psychology aspect of the module will introduce some of the overall key factors within the area and explore more cognitive elements of development, such as memory, theory of mind, and language. The module will include an outline of the different ranges of theoretical and methodological approaches to understanding social and developmental issues and will place emphasis on students developing the ability to critically evaluate, compare, and contrast different theoretical approaches. The module will also encourage students to consider the applicability of social and developmental psychological theory and research to a range of issues in our contemporary society

Module Title: Psychological Research Methods

Module Code: PSYC2513

Semester: S1

DMU Credits: 15

Module description: This module is designed to develop students' critical appreciation of research methods and statistics typically employed in psychological research. The module includes a focus on more complex quantitative techniques, such as one way analysis of variance (ANOVA) and factorial ANOVA (unrelated, related and mixed designs). The module affords students opportunities to become involved in aspects of the research process such as study participation, the analysis of data using SPSS, and the production of research reports. Therefore, the module aims to provide students with the knowledge and skills to enable them to become competent in both appraising and conducting psychological research. The importance of promoting social inclusion and ethical considerations in psychological research will be stressed throughout.