Exchange Student Module Choice Handbook

Faculty of Health and Life Sciences

2024-25

Faculty of Health and Life Sciences
Exchange Student Module Descriptions

2024-25

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 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 refer to the notes on module duration and availability for each subject.

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) for Medical Science and Biomedical Science

Term	Start	End
Term one	Monday 30 September 2024	Friday 13 December 2024
Term two	Monday 6 January 2025	Friday 4 April 2025
Term three (revision and exam period	Monday 28 April 2025	Friday 13 June 2025

Block dates (teaching and assessment) for Criminology, Education Studies, Health and Wellbeing in Society, and Psychology

Block	Start	End
Block one	Monday 30 September 2024	Friday 15 November 2024
Block two	Monday 25 November 2024	Friday 31January 2025
Block three	Monday 10 February 2025	Friday 28 March 2025
Block four	Monday 31 March 2025	Friday 6 June 2025

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, Science, 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 (click here for further details)

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

Year 3

Code	Module Title	DMU Credits	Semester
MSCI3001	Research and Innovation (Project)	30	YL
MSCI3005	Nutrition Through the Lifespan	15	YL
MSCI3007	Endocrinology	15	YL
MSCI3009	Clinical Perspectives 2	30	YL
MSCI3010	Cancer Therapeutics	15	YL
MSCI3015	Pharmacology and Therapeutics	15	YL

Biomedical Science (click here for further details)

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

Year 3 (availability subject to university approval)

Code	Module Title	DMU Credits	Semester
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 and Transfusion Science	15	YL
BIOM3014	Clinical Genetics	15	YL

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

Criminology (click here for further details)

Students may complete either Block 1 and 2 or a full year of study (Blocks 1 to 4). The modules cannot be mixed with any other years or programmes.

Year 2

Code	Module Title	DMU Credits	Semester
CRIM2401	Explaining Criminological Issues	30	Block 1
CRIM2402	Communities of Justice	30	Block 2
CRIM2404	Researching Justice Journeys	30	Block 4

Students studying in Block 3 must choose two of the following modules:

CRIM2405	Domestic Violence and Abuse	15	Block 3
CRIM2406	Children and the Criminal Justice System	15	Block 3
CRIM2408	Animals and Criminology	15	Block 3
CRIM2410	Introduction to Probation	15	Block 3
CRIM2411	Genocides	15	Block 3
CRIM2412	Restorative Justice in Practice	15	Block 3
CRIM2413	Drugs, Crime and Society	15	Block 3

Education Studies (click here for further details)

Level 5 students may complete either Block 1 and 2, or Block 3 and 4, or a full year of study (Blocks 1 to 4). Students must complete 120 credits over a full year or 60 credits across two blocks, and must choose 30 credits of modules in Block 3.

Year 2

Code	Module Title	DMU Credits	Semester
EDUC2405	Contemporary Issues in Education and Pedagogy	30	Block 1
EDUC2402	Researching Education	30	Block 2
EDUC2401	Understanding Learning and Wellbeing	30	Block 3
EDUC2413	Cultural and Technological Transformations in Education	15	Block 3
EDUC2433	Music in the Life of the Primary School	15	Block 3
EDUC2406	SEN, Disability and Neurodiversity	30	Block 4

Level 6 students may complete either Block 1 and 2, or a full year of study (Blocks 1 to 4). Students must complete 120 credits over a full year or 60 credits across two blocks, and must choose 30 credits of modules in Blocks 1, 2, and 3.

Year 3

Code	Module Title	DMU Credits	Semester
EDUC3441	Creativity in Education	30	Block 1
EDUC3431	Radical Education	30	Block 1
EDUC3421	Global Comparative Education	30	Block 1
EDUC3412	The Practice and Policies of Primary Education	30	Block 2
EDUC3442	Adult Learners and Lifelong Learning	30	Block 2
EDUC3422	Education and Equality: Class, Race and Ethnicity	30	Block 2
EDUC3423	Reflection on Practice: Teaching and Learning *	30	Block 3
EDUC3433	Gender and Education	30	Block 3
EDUC3413	Curriculum Design and Co-Creation	30	Block 3
EDUC3404	Dissertation **	30	Block 4

(* EDUC3423 is a placement module and requires an Enhanced DBS check to be in place by Week 9)
(** EDUC3404 is only offered as a library-based study)

Health and Wellbeing in Society (click here for further details)

Level 5 students may complete either Block 1 and 2 or a full year of study (Blocks 1 to 4). The modules cannot be mixed with any other years or programmes.

Year 2

Code	Module Title	DMU Credits	Semester
HEST2701	Health and Disease in Communities	30	Block 1
HEST2702	Debates and Dilemmas in Health and Health Care	30	Block 2
HEST2703	Application of Psychological and Social Theories of Health	30	Block 3
HEST2704	Applied Social Research	30	Block 4

Level 6 students may complete either Block 1 and 2, or Block 3 and 4, or a full year of study (Blocks 1 to 4). Students must complete 120 credits over a full year or 60 credits across two blocks, and must choose one 30-credit module each from Block 2 and Block 3. Students studying for Blocks 3 and 4 only may NOT take the Health and Wellbeing in Professional Contexts module (HEST3706) in Block 3

Year 3

Code	Module Title	DMU Credits	Semester
HEST3701	Health Promotion and Public Health	30	Block 1
HEST3702	Leadership and Management in Diverse Health Settings	30	Block 2
HEST3703	Contemporary Issues in Health Research	30	Block 2
HEST3704	Substance Abuse, Addictive Behaviour and Health	30	Block 2
HEST3705	Mental Health and Wellbeing	30	Block 2
HEST3706	Health and Wellbeing in Professional Contexts	30	Block 3
HEST3707	Health, Technology and Society	30	Block 3
HEST3708	Social Exclusion and Health	30	Block 3
HEST3709	Gender, Health and Healthcare	30	Block 3
HEST3710	Health and Wellbeing in Society Project *	30	Block 4

(* HEST3710 is only offered as a library-based study)

Psychology (click here for further details)

Students may complete either Block 1 and 2, or Block 3 and 4, or a full year of study (Blocks 1 to 4). Students must complete 120 credits over a full year or 60 credits across two blocks.

Year 2

Code	Module Title	DMU Credits	Semester
PSYC2100	Mind, Brain and Behaviour	30	Block 1
PSYC2200	Psychology Across the Lifespan	30	Block 2

PSYC2310 Psychology and Mental Health	15	Block 3
PSYC2320 Psychology of Social Problems	15	Block 3
PSYC2400 Personality and Social Psychology	30	Block 4

Module Details

Medical Science

Module Code: **MSCI3001**
Module Title: **Research and Innovation**
Semester: **Year-long**
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 Code: **MSCI3005**
Module Title: **Nutrition Through the Lifespan**
Semester: **Year-long**
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 through 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 disease processes, pathological changes, and manifestations of systems. In addition, it will emphasise how we use evidence-based medicine and cutting-edge research to inform our understanding of disease.

Module Code: **MSCI3007**
Module Title: **Endocrinology**
Semester: **Year-long**
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 and 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 Code: **MSCI3009**
Module Title: **Clinical Perspectives 2**
Semester: **Year-long**
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 Code: **MSCI3010**
Module Title: **Cancer Therapeutics**
Semester: **Year-long**
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 a range of different cancers, including advances in therapeutic options.

The module will introduce the biological basis of cancer and consider the cellular mechanisms involved at key stages of the disease. It will focus on the clinical aspect of diagnosis and treatments of a selection of cancer types, clinical trial outcomes, disease management and newly emerging therapies.

It will build on knowledge obtained in the physiology modules earlier in the programme and will focus on causes, epidemiology, cellular pathways, clinical options and mental health issues relating to cancer. In addition, it will emphasise how we use evidence-based medicine and cutting-edge research to inform our understanding and advance therapeutic options.

Module Code: **MSCI3015**
Module Title: **Pharmacology and Therapeutics**
Semester: **Year-long**
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 Code: **BIOM3001**
Module Title: **Clinical Biochemistry**
Semester: **Year-long**
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 Code: **BIOM3002**
Module Title: **Cellular Pathology**
Semester: **Year-long**
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 on the double credit modules BIOM1010 (Basic Anatomy and Physiology) and BIOM2003 (Organ Systems Physiology). The module seeks to provide a theoretical and practical understanding of the identification 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 Code: **BIOM3003**
Module Title: **Clinical Immunology**
Semester: **Year-long**
DMU Credits: **15**

Module Description:
This 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, and humoral and cellular immune responses. In the third year, in 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 techniques 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 strong immunology, immunopathology, and applied immunology knowledge and skills to final year students.

Module Code: **BIOM3005**
Module Title: **Medical Microbiology**
Semester: **Year-long**
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 Code: **BIOM3006**
Module Title: **Research and Innovation (Project)***
Semester: **Year-long**
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.

**** this module is only available as a non-lab-based study)***

Module Code: **BIOM3011**
Module Title: **Haematology and Transfusion Science**
Semester: **Year-long**
DMU Credits: **15**

Module Description:
This module is made up of 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 Code: **BIOM3014**
Module Title: **Clinical Genetics**
Semester: **Year-long**
DMU Credits: **15**

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

Criminology

Module Code: **CRIM2401**
Module Title: **Explaining Criminological Issues**
Semester: **Block 1**
DMU Credits: **30**

Module Description:
In this module, students will explore core criminological theories in relation to crime, harm, and victimisation. These criminological theories are situated in the context of and applied to a range of issues pertinent to complex problems in crime, harm and justice. The module builds a more critical awareness from Level 4 module Contemporary Issues in Criminology, with a view to developing a 'criminological imagination'.

Module Code: **CRIM2402**
Module Title: **Communities of Justice**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module explores the institutions, practices and interactions of justice. Students will explore the nature and purpose of imprisonment, punishment, rehabilitation, and desistance. This module will critically analyse the ideologies behind the concept of communities of justice to examine how these are informed by socio-political factors including power, race, gender, criminalisation, and youth justice. This module builds on the content of Level 4 module Journeys Through Justice.

Module Code: **CRIM2404**
Module Title: **Researching Justice Journeys**
Semester: **Block 4**
DMU Credits: **30**

Module Description:
The aim of this module is to equip students with the knowledge, understanding and critical appreciation of research methodologies used in social science research. The module will explore a range of qualitative and quantitative research methods, techniques, and forms of analysis with students engaging with the practicalities of a range of research methods.

Module Code: **CRIM2405**
Module Title: **Domestic Violence and Abuse**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module considers the changing social, political and legal recognition of domestic violence and abuse and its impact. Students are encouraged to engage in an examination of the varying context, nature, signs, triggers, and impact of domestic violence and abuse. The module highlights social and health care responsibilities as well as developments within the criminal justice sector, and legal and civil proceedings frameworks. Students will be required to compare and contrast the various responses to domestic violence and abuse which have emerged, both in terms of working with victims and perpetrators as part of the emerging best practice debate, including multi agency frameworks such as

MARAC. Key concepts such as support, safety, empowerment and resolution are revisited throughout the module.

Module Code: **CRIM2406**
Module Title: **Children and the Criminal Justice System**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
The module presents academic research, knowledge and understanding in an accessible way that better equips students to explore and discuss contemporary issues for children and the criminal justice system, across community and custody contexts.

The module:

- Communicates specialist knowledge and understanding of children and the criminal justice system in relation to theory, policy and practice
- Explores contemporary themes of youth justice and social policy, including case studies, placing them in relevant historical and theoretical context
- Provides an overview of the critical challenges, debates, dilemmas and tensions for students and future practitioners
- Brings together research, policy and legislation from different academic disciplines, requiring critical reflection from students on implications for practice.

Pedagogically, the module comprises a mixture of taught material, suggested reading, peer interaction, assessment and discussion of key points to enhance knowledge and understanding of the social world and implications for children and the criminal justice system.

Module Code: **CRIM2408**
Module Title: **Animals and Criminology**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module covers the different ways in which animals are the topic of criminological examination. Students will be introduced to a broad range of topic areas such as animal abuse, wildlife trafficking, conservation, and animal advocacy and will critically explore if and what harm to animals drawing from research from subjects including criminology, sociology, law, and philosophy.

Module Code: **CRIM2410**
Module Title: **Introduction to Probation**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module explores what is probation and where it sits within the wider criminal justice system and justice journeys. From here, students will discover the aims and objectives of the probation service, organisational structures, and the roles it plays in rehabilitation, risk management, and the protection of the public. Students will then reflect on the tensions and debates on the values and ethics of the organisation. In turn, students will explore how these values and ethics can and do impact how probation works in practice. Students will understand the historical context of probation as well as current

developments, to appraise concepts of effective practice including what works and desistance. Students will then identify critiques of inter-agency working including benefits and challenges. Finally, the overall module will consistently address concepts of power, diversity, and discrimination as it relates to effective probation practice.

Students will apply their knowledge to a case study as their summative assessment. Example case studies will be used throughout the taught programme via workshops, where students are encouraged to apply problem solving skills and critical analysis of how theory applies to, and in, practice. Delivery of the module includes weekly tasks and formative assessments, where students are then given an element of the assessment to use their self-directed study time each week and the following week they can update and engage in peer-to-peer reviews of their approach to the assessment. Students will be encouraged to engage in reflective logs at weekly intervals, which will help set the foundations of their summative assessment.

Module Code: **CRIM2411**
Module Title: **Genocide**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module explores a range of genocides and mass atrocities (where genocidal type actions have taken place but have not been legally defined as genocide, or where killings have taken place along identity-based cleavages). Students will understand the issues around defining genocide and in establishing what is and isn't a genocide, and what this means in terms of prevention, intervention and justice. They will examine theoretical frameworks underpinning genocides, mass atrocities and hate crime, learning how to analyse genocides and mass atrocities through a criminology lens.

Students will develop the skills to explain complex events accurately and concisely, whilst avoiding oversimplification. The module will also enable students to understand the underlying societal, political and legal movements and frameworks at macro and meso level that enable genocides and mass atrocities to take place, and to connect these to meso and micro level hate crime. Formative feedback will be provided through knowledge check activities and participatory workshop activities.

Module Code: **CRIM2412**
Module Title: **Restorative Justice in Practice**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module will be relevant to students interested in working with offenders and / or victims 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.

Whilst some 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 in the context of modern criminal justice systems that put victims' needs at the centre. 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 tenet of the module learning, as will the

examination of the key skills required by RJ facilitators, offender managers, and victim case workers.

Examples of module content: RJ conceptual framework, the impact and evidence of RJ processes, different forms and applications of RJ (victim-offender mediation, restorative conferences, family group conferencing, circles), victims' needs and offender rehabilitation, contemporary issues with RJ. These topics are indicative of module content and do not reflect the entire curriculum.

Module Code: **CRIM2413**
Module Title: **Drugs, Crime and Society**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module will explore the relationship between alcohol and other drugs (AOD), and crime. The overall aim of the module is to provide students with an understanding of how UK and international drug policy, 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 explore AODs in context – the socio-cultural history of AODs and the ways in which AODs have been used historically, by different societies and cultures. In addition, this first section will traverse the geopolitical landscape, to understand the ways in which ideological, global forces have shaped the contemporary alcohol industry and (licit and illicit) drug trade. The second section will explore AOD use theory (e.g. critical theories, functional theories, normalisation theory, drug binaries, medical perspectives, etc) and will cover important AOD policy; specifically, policy in relation to the regulation and criminalisation of certain drugs in the UK, and the subsequent ways in which such policies have come to shape the ways in which society perceives AOD users (e.g. myths, stigmatisation, negative stereotypes) and indeed, AOD associated criminality. The third section will look at the harms associated with AOD use, and the ways in which society treats and manages offenders with AOD use disorders. This section will also seek to critically explore crucial debates within AOD discourse, such as, the ongoing debate around prohibition vs decriminalisation vs legalisation, and whether problematic AOD use should be considered a matter of criminal justice or, rather, public health (as is the case in Portugal).

The syllabus will cover:
- The social and cultural history of AOD use
- Dominant AOD (ideological) discourse, including myths and stereotypes related to AOD use, crime, and related harms
- Types, effects, and extent of AOD use and its impact (both positive and negative) on individuals and society
- AOD Theory
- The legislation and policy context
- Treatment modalities
- The night-time economy
- New Psychoactive Substances (NPS), including human enhancement drugs (HEDs), image and performance enhancing drugs (IPEDs), cognitive enhancers ('smart drugs'), 'lifestyle drugs', etc
- Pharmaceuticals
- Trafficking, importation, globalisation and international issues
- Key debates, e.g., legalisation v decriminalisation v prohibition

Education Studies

Module Code: **EDUC2405**
Module Title: **Contemporary Issues in Education and Pedagogy**
Semester: **Block 1**
DMU Credits: **30**

Module Description:
The module will focus on intensifying the understanding of contemporary issues in education and pedagogy gained in Level 4. Working with the pedagogic framework of problem-based learning, local and wider issues that continue to be prevalent within education and pedagogy will be central to the module, such as UNESCO SDGs.

Critically analysing these issues, students will continue to discuss contemporary issues while using evidence. The topics will encourage students to analyse the issues using current evidence to evaluate how the system works and what research shows us. The module will support students in identifying structural, cultural and practical factors that affect the development of education and training, with a specific focus upon England but not ignoring the wider perspectives.

Module Code: **EDUC2402**
Module Title: **Researching Education**
Semester: **Block 2**
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 students 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 they collect. They will be encouraged to look at this from a political and philosophical as well as an educational perspective, and they 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 Code: **EDUC2401**
Module Title: **Understanding Learning and Wellbeing**
Semester: **Block 3**
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. Drawing on psychological and socio-political theories and literature, the module will also support students in exploring and better understanding the causes underpinning different levels of student wellbeing, and how the education system is working to support children towards higher levels of wellbeing.

Module Code: **EDUC2413**
Module Title: **Cultural and Technological Transformations in Education**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module is concerned with examining how technology has impacted and changed education and learning. We will consider key cultural changes, for example, that we now live in the ‘digital age’; how technological change has impacted on notions of children’s and young people’s media literacy, e-learning, e-safety and social networking, which in turn may affect contemporary notions of time, space and identity.

There will also be a consideration of the impact of online learning from the perspective of educators using online learning platforms and the learning experiences of the students. This will be considered from a Global perspective as well as reflecting current impacts on UK education. However, there is a digital divide; many students do not have access to technology and the required infrastructure to participate in this type of learning. This in turn can perpetuate inequalities, which will be explored.

In addition, there will be a specific focus on how differing technologies can create a more inclusive form of education for neurodiverse students and students with disabilities. Along with a consideration of how technology can create empowering learning opportunities, through gaming, podcasting, wikis and virtual world platforms for all students.

Module Code: **EDUC2433**
Module Title: **Music in the Life of the Primary School**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
This module is based on the principle 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).

Music is a statutory subject within Key Stages 1 to 3 of the National Curriculum and responsibility for teaching music in the primary school typically rests with generalist class teachers. 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. 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. 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. 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.

Module Code: **EDUC2406**
Module Title: **SEN, Disability and Neurodiversity**
Semester: **Block 4**
DMU Credits: **30**

Module Description:
This module has been designed by disabled and neurodivergent students and teachers, so that the issues important to them are accurately depicted and taught. It explores the big issues in Special Educational Needs (SEND): key theories, disability activism, the neurodiversity movement, current law and policy, and the barriers that disabled students continue to face in education. Students learn to identify and critically assess the academic, professional and lived experience resources that support inclusive, person-centred educational practice.

In line with anti-oppressive practice, the module aims to be a safe place where both academic discussion and personal experience are respected. It seeks to promote students' autonomy over their work and to create a more inclusive learning environment. Students will, therefore, have considerable choice of assignment topic and will have opportunities to submit work forms that showcase their talents and preferred ways of learning.

Module Code: **EDUC3441**
Module Title: **Creativity in Education**
Semester: **Block 1**
DMU Credits: **30**

Module Description:
According to the CBI, the UK has the largest creative industries sector in the world, generating 6%-8% of the national economic output and employing over one million people. This sector has continued to grow, even as the wider economy has contracted.

Arts education, in all its forms, plays a key role in this growth, equipping future professionals and providing future audiences with vital formative experiences. Moreover, the wider personal, social and 'transferable' benefits of engagement with the arts are increasingly studied, recognised and valued.
This module will equip students with an understanding of arts and creative 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 and creativity in the evolving English education system and in the early years, informal, community, training therapy settings, and for employability and sustainability goals. 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' 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 theorists including Dewey, Read, Gardner, Reid and Abbs.

Small-group presentations will broaden coverage to include comparative assessments of arts education systems in other countries.

Module Code: **EDUC3431**
Module Title: **Radical Education**
Semester: **Block 1**
DMU Credits: **30**

Module Description:
This is a 30-credit, third year module intended to give students 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 educational innovations.

Module Code: **EDUC3421**
Module Title: **Global Comparative Education**
Semester: **Block 1**
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 covers education systems beyond Europe and engages with issues of global education not normally considered in the comparative traditions (e.g. SDGs, conflict etc).

Module Code: **EDUC3412**
Module Title: **The Practice and Policies of Primary Education**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module considers national perspectives on primary education and provides an insight into teaching and learning in contemporary primary classrooms. By investigating primary education, this module will not only allow students to look at pedagogical approaches, but allow them to investigate the perspectives of some key issues, theoretical perspectives and research findings into teaching and learning in this particular sector. Students will be encouraged to understand what researchers are suggesting and enter the debates about political elements of current primary policy and practice. This will enable students to gain a sense of the impact of social, economic and political contexts on current policy and practices in primary schools.

Module Code: **EDUC3442**
Module Title: **Adult Learners and Lifelong Learning**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module explores the differences between adult education and adults in education, including Further and Higher Education and HE in Further Education. It will examine the theoretical and practical distinctions between adults and school-based learners, and will provide students with an opportunity to explore possible routes for their degree beyond the primary sector.

The growth and expansion of adult education will be discussed within the contemporary political context and the changed and changing FE and HE landscapes, and the concept of Lifelong Learning and Employability will be explored in depth.

Module Code: **EDUC3422**
Module Title: **Education and Equality: Class, Race and Ethnicity**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module 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 module discusses current debates concerning social class and educational outcomes, and explores the consequences of the social class divide in education, for individuals and 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 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 module 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 the structure of society.

Module Code: **EDUC3423**
Module Title: **Reflection on Practice: Teaching and Learning**
Semester: **Block 3**
DMU Credits: **30**

Module Description:
The core aim of this module is to promote conceptual reasoning and evaluation through critical reflection on practice. Students will be encouraged to adopt the approach of a reflective practitioner; to really get involved in the 'process' of critical reflection, and in so doing, use it as a tool for developing and consolidating their knowledge and understanding of the teaching and learning process.

Many students will choose to carry out their placements in a school environment, which can provide a valuable opportunity to gain experience to support teacher training applications. However, students will be asked to undertake a placement in a ‘learning environment’, so as to incorporate a wider spectrum of settings, such as: arts and community projects, gallery education, post-compulsory education, prisons, early years settings, Scout groups, extra-curricular clubs, and hospital schools, as well as alternative educational settings, which should support a more inclusive placement experience and support student employability across a variety of sectors and industries.

Pre-requisites: This is a placement module and requires an Enhanced DBS check to be in place by Week 9

Module Code: **EDUC3433**
Module Title: **Gender and Education**
Semester: **Block 3**
DMU Credits: **30**

Module Description:
This module examines current debates concerning gender and education. It begins with the historically disadvantaged position of girls and women in education, and examines the literature on this subject as it has developed over the past 20 years. The notion of equal opportunities is interrogated, and the social construction of gender is problematised and examined. Recent debates on gender and achievement and the 'problem of boys' are also considered.

Module Code: **EDUC3413**
Module Title: **Curriculum Design and Co-Creation**
Semester: **Block 3**
DMU Credits: **30**

Module Description:
This module will enable students to develop a critical understanding of how curricula are decided and designed, and to gain practical skills in developing and improving curricula.

During the first half of the module, students will learn about how curricula are controlled, influenced and designed in the UK and elsewhere. They will engage with and critique traditional curriculum design and alternatives, considering questions such as decolonising, Universal Design for Learning, and creativity. In the second half of the module, students will respond to a real-world brief to improve and/or develop an aspect of the BA Education Studies programme, which may then be applied in future years, building skills in collaboration, negotiation, and effective inclusive communication. This module is capped at 34 students due to the nature of the assignment.

Module Code: **EDUC3404**
Module Title: **Dissertation ***
Semester: **Block 4**
DMU Credits: **30**

Module Description:
The dissertation will enable the students to evidence their levels of understanding of the research process and their ability to initiate, undertake and successfully conclude a research project. The dissertation is an independent study on a topic of the student's choice, agreed with the subject team and supported by tutorial advice. It provides the opportunity for students to design and undertake a small-scale study and receive diagnostic feedback from their tutor. Students are able to carry out in-depth independent research on a topic in the field of educational theory or practice.

(* this module is only offered as a library-based study)

Health and Wellbeing in Society

Module Code: **HEST2701**
Module Title: **Health and Disease in Communities**
Semester: **Block 1**
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 Code: **HEST2702**
Module Title: **Debates and Dilemmas in Health and Social Care**
Semester: **Block 2**
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 Code: **HEST2703**
Module Title: **Application of Psychological and Sociological Theories of Health**
Semester: **Block 3**
DMU Credits: **30**

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

Module Code: **HEST2704**
Module Title: **Applied Social Research**
Semester: **Block 4**
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 Code: **HEST3701**
Module Title: **Health Promotion and Public Health**
Semester: **Block 1**
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 Code: **HEST3702**
Module Title: **Leadership and Management in Diverse Health Settings**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
The module familiarises students with key management and organisational theories relevant to diverse health settings, providing an opportunity to critically assess the application of these concepts and theories to the delivery of health and social care. 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 Code: **HEST3703**
Module Title: **Contemporary Issues in Health Research**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module is particularly for students who wish to pursue empirical research and to develop key research skills suitable for academic and health sector research careers.

The module will be built around current trends in health research linked to research interests and expertise of research staff. Topics covered may include (but are not limited to) sport and mental health, public inquiries and inquests.

The module will allow students to 'deconstruct' research projects to understand the methodological processes and decision-making. The module will explore ethical dilemmas in contemporary research and the processes involved in ethical decision-making and management within higher education. The module will also cover dissemination practices such as presentations, academic peer-review processes, and publishing matters.

Module Code: **HEST3704**
Module Title: **Substance Abuse, Addictive Behaviour and Health**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module will introduce key concepts related to addictive behaviour, encourage students to critically analyse current global approaches to problematic substance use, and permit them to develop viable alternatives.

Module Code: **HEST3705**
Module Title: **Mental Health and Wellbeing**
Semester: **Block 2**
DMU Credits: **30**

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 Code: **HEST3706**
Module Title: **Health and Wellbeing in Professional Contexts**
Semester: **Block 3**
DMU Credits: **30**

Module Description:
Building on the skills developed during Levels 4 and 5 Interprofessional Education sessions, the aim of this module is to ensure that the student understands the basic aspects of working within a variety of professional environments. The module will have

two main aspects: 1) Professional skills development (January); 2) Professional-based activities (February – May). The aim of these two aspects is to provide the student with a broad appreciation of the range of work that they can undertake in their future careers.

Professional skills development: Students will begin the process of developing skills and attitudes relevant to future employment by engaging in self-evaluation regarding the various roles that are available; and then working to develop these skills within seminar-type sessions focused on aspects such as data protection, interpersonal skills, reflective practice and professional portfolio development. This aspect of the module will focus on training the student in building the work-related skills.

Professional-based activities: Students will be expected to complete around 45 hours of work with DMU local and/or another health-related professional environment. This will include a variety of opportunities which enable students to begin applying what has been learned in the earlier part of the module. The variety of experiences will ensure that the student can undertake the breadth of practice expected in their future careers.

Module Code: **HEST3707**
Module Title: **Health, Technology and Society**
Semester: **Block 3**
DMU Credits: **30**

Module Description:
This module will highlight to students the range of implications technology has on our daily lives and individuals' health and wellbeing. The topics will be diverse in nature and cover elements such as internet addiction, cyberbullying, digital health inequalities, and other current trends in digital health research.

Module Code: **HEST3708**
Module Title: **Social Exclusion and Health**
Semester: **Block 3**
DMU Credits: **30**

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 Code: **HEST3709**
Module Title: **Gender, Health and Healthcare**
Semester: **Block 3**
DMU Credits: **30**

Module Description:
This research-led 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

- Mean's health and gender
- Eating disorders
- Body image
- New reproductive technologies
- Women and sport

Module Code: **HEST3710**
Module Title: **Health and Wellbeing in Society Project ***
Semester: **Block 4**
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.

(* this module is only offered as a library-based study)

Psychology

Module Code: **PSYC2100**
Module Title: **Mind, Brain and Behaviour**
Semester: **Block 1**
DMU Credits: **30**

Module Description:
This module builds on the core areas of the BPS guidelines to give students in-depth coverage of topics in biological and cognitive psychology. Within biological psychology, students will build on their existing knowledge of biopsychology by familiarising themselves with psychophysical, physiological and neurophysiological techniques. An in-depth account of how biopsychological processes are arranged in the brain and how these processes can be disrupted by brain injury will also be covered.

Within cognitive psychology, students will learn about topics such as attention, memory, problem-solving and information-processing. Students will gain practical knowledge and hands-on experience in using specialist equipment and software typically used by cognitive and biological psychologists.

The practical sessions will enable students to develop their knowledge of more advanced research designs and quantitative research skills such as various types of analysis of variance (ANOVA) and regression analysis. Students may utilise their knowledge and skills in subsequent Level 5 and 6 modules to investigate more complex research questions. 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 and the production of a research report.

Module Code: **PSYC2200**
Module Title: **Psychology Across the Lifespan**
Semester: **Block 2**
DMU Credits: **30**

Module Description:
This module builds on core areas of the BPS guidelines, delivering students with the opportunity to explore human development from a lifespan perspective. The lifespan perspective provides students with the advantage of gaining a more comprehensive view of the individual within their own developmental journey, with social, cultural, and historical contexts. Expanding past the more traditional approaches to developmental psychology, the lifespan perspective views development as lifelong, emphasising the importance of all developmental stages and the interconnectivity between domains of change. By taking this approach, students on the module will explore development through a holistic lens, exploring development as multidimensional, interconnected, and changeable enabling students to build on and integrate their knowledge from other core areas within psychology.

The perspective also draws from across multiple disciplines and enables the inclusion and exploration of embedded cultural determinants and influences. The module explores both typical and atypical developmental pathways from conception to old age and may include topics such as attachment, social relations, gender, memory, and developmental disorders. Students will gain hands-on and practical experience of research within this area, with the module affording students opportunities to expand

their knowledge and application of a range of qualitative approaches to data collection and analysis (e.g. discourse analysis and / or interpretative phenomenological analysis). Students may utilise their knowledge and skills of a variety of qualitative approaches in subsequent Level 5 and 6 modules to explore research topics from different theoretical and philosophical perspectives. Students will also be involved in all aspects of the research process, from study design and participation to the analysis of data, and the production of a research report.

Module Code: **PSYC2310**
Module Title: **Psychology and Mental Health**
Semester: **Block 3**
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 Code: **PSYC2320**
Module Title: **Psychology of Social Problems**
Semester: **Block 3**
DMU Credits: **15**

Module Description:
In this module, students will be introduced to a range of topics that cover current important debates and issues, and will understand them through the application of psychological research and theory. The curriculum will be directly informed by local, national and global priorities such as DMU's commitment to decolonisation and net zero, and the United Nations' Sustainable Development Goals.

Students will gain insight into how psychological theory and research can be applied to understand important issues that affect societies such as homelessness, social injustice, war, migration and conflict, climate change, and a variety of other topics. They will also explore the potential of applying psychology principles, research and interventions to address and ameliorate some of these challenges. Core concepts such as ethics, morals and research methods in psychology will be integrated into the delivery and assessment of the module.

Module Code: **PSYC2400**
Module Title: **Personality and Social Psychology**
Semester: **Block 4**
DMU Credits: **30**

Module Description:

This module builds on the core areas of the BPS guidelines to give students in-depth coverage of topics in social psychology and personality and intelligence. Within social psychology, students will build on their existing knowledge of key areas of social psychological theory and research. 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. Within 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. Students will utilise their accumulated knowledge of research methods from previous Level 4 and 5 modules to develop a novel research project on one of the subjects covered on this module.