

LONDON INTERNATIONAL SUMMER PROGRAMME MODULE CATALOGUE 2021



UNIVERSITY OF
WESTMINSTER 

Introduction

Welcome to the **London International Summer Programme** Module Catalogue 2021. The international summer programme offers students the option of studying modules from an introductory level to a more advanced level, in a given subject area. Students opting to study for the entire six-week session will take two modules in total, whilst students participating on only the three week session will take one module.

Module Credits

All credits obtained during the international summer school will be awarded via an official academic transcript from the University of Westminster with each module being worth 20 UK credits, which normally equates to 4 US or 10 ECTS credits. All modules must be taken on a credit-bearing basis and students will not have the option to audit any module on offer.

Module Levels

At the University of Westminster, modules are validated at a level corresponding to a particular year of study. The levels used are:

- Level 4, which is equivalent to the 1st year of an **undergraduate** degree
- Level 5, which is equivalent to the 2nd year of an **undergraduate** degree
- Level 6, which is equivalent to the 3rd year of an **undergraduate** degree

The levels used at the University of Westminster may be different to the overseas systems that you are used to. This should be taken into consideration when making module choices.

Some overseas institutions (e.g. US and Japanese universities) consider the first year of their undergraduate degrees to be the equivalent to a foundation year of UK university undergraduate degree. Therefore, University of Westminster modules at Level 4 may be considered to be equivalent to modules taken in the second year of undergraduate degrees in the US and Japan. Level 5 modules are designed to enhance the student's previous knowledge of a particular subject whilst Level 6 modules will be at a more advanced and specialised level of study. Students wishing to undertake Level 6 modules should feel confident that they possess a sufficient amount of previous knowledge in the particular subject. You should discuss this matter with your home institution in order to ensure that your module choices are appropriate to your programme of study, and that you gain approval for credit transfer.

Obtaining Module Approval

If you are a current student, where possible, you should obtain module approval for credit transfer from your home institution by the time of your application, or at least before you arrive in the UK. To assist in this process we have included the module syllabi in the catalogue. As the University of Westminster is unable to guarantee the availability of any of the modules listed in this catalogue, it is important to obtain approval for both your preferred module choice(s) and alternative module choice(s). By the time you arrive in the UK, it is important that you have clear information with regard to the module approval and credit transfer systems in place at your home institution. Should your final module registration differ from your original module choice, you can at least be confident that your home institution is likely to approve any changes. Please note that it is your responsibility

to liaise with your home institution throughout the credit approval process and where necessary the Education Abroad Team will assist you with any further information you require to facilitate this process.

PLEASE NOTE: The London International Summer Programme Module Catalogue 2021 is issued on the express condition that all matters in it are subject to change from time to time. In particular, while the University of Westminster will use all reasonable endeavours to deliver courses, programmes of study and other educational services, circumstances may change. The University of Westminster reserves the right at any time to vary the content and delivery of courses, to change the location of courses and modules, to discontinue or combine courses, or to discontinue services, if such action is reasonably considered necessary by the University of Westminster.

SESSION ONE
Saturday 12 June – Saturday 3 July

Code	Level	Title	Page
LIBERAL ARTS			
4HIST008X	4	Jack the Ripper's London: Myth, Reality, and the London Victorian Metropolis	5
4HIST009X	4	Londinium to the Blitz: London through its Museums	9
LAW			
4LLAW009W	4	Introduction to Rights and the Law	32
MEDIA, ARTS & DESIGN			
4TVPR001X	4	Television in London	35
4IMAG012X	4	Photographing the City: London	40
SCIENCE & TECHNOLOGY			
4PSYC001X	4	Myth and Method in Psychology	23
BUSINESS			
4MARK001W	4	Marketing Principles	52
4MARK005W	4	Buyer Behaviour	56

SESSION TWO
Saturday 3 July – Saturday 24 July

Code	Level	Title	Page
LIBERAL ARTS			
4ELIT007X	4	Art and Society	16
4CLST001X	4	Working across Cultures in a Global World	19
4HIST007X	4	Monarchy: A Royal History of London	13
LAW			
4LLAW009W	4	Introduction to Rights and the Law	32
MEDIA, ARTS & DESIGN			
4TVPR001X	4	Television in London	35
4IMAG012X	4	Photographing the City: London	40
4JRNL007X	4	London: Cultural Capital of the World	47
SCIENCE & TECHNOLOGY			
5PSYC001X	5	Psychology of City Life	27
BUSINESS			
4BUSS001W	4	Global Business Environment	62
4HURM005W	4	People and Organisations	66
4MARK006W	4	The Power of Brands	59

Jack the Ripper's London: Myth, Reality, and the London Victorian Metropolis

Module Code	4HIST008X
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	20% Group Presentation, 10% Individual Report, 70% Exam

Special features

Students will visit the Museum of London, Tate Britain, The Royal London Hospital, The Metropolitan Police Heritage Centre, Sir John Soane's Museum, The Bishopsgate Institute, The Museum of London Docklands. The students will also go on a walking tour to 'map' the Ripper murders and get to grips with the geography of the East End. Note: these visits are subject to change.

Summary of module content

The Ripper murders; social history of the East End; London in the late Victorian era; the representation of the killings in the media, in film and literature; the historiography of the Ripper murders.

Learning outcomes

By the end of the module the successful student will be able to:

- Show knowledge and understanding of the main social, cultural and economic characteristics of late Victorian London
- Demonstrate awareness of the immediate myths and representations attaching to the Jack the Ripper murders
- Begin to recognise the complexity of historical processes and relationships at work in interpretations of historical events
- Make use of theoretical concepts as tools of historical understanding;
- Utilise and interpret primary historical sources, considering their reliability, value and significance
- Use historical evidence and argument, to reach and support reasonable conclusions
- Communicate effectively in written English, using recognised academic apparatus.

Course outcomes the module contributes to: not applicable

Indicative syllabus content

The class addresses a number of significant issues and episodes in the history of late Victorian London and the Ripper murders, including:

- Wealth and poverty
- London as an imperial city
- The social geography of London and class relations
- The economy of Victorian London
- The nature and impact of the Ripper murders
- Representations of the murders then and since.

Teaching and learning methods

The class is delivered via lectures, seminars and field walks. Lectures give the essential framework for the class by providing key knowledge and interpretation upon which students are expected to build with their own reading. Seminars allow informal student-led discussion of the issues raised in lectures, opportunities for supervised group work and are also used to allow practice in the key skills of interpretation and analysis of primary historical sources.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	10
Seminar	Scheduled	20
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	6
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	6
External visits	Scheduled	6
Work-based learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

The class is assessed via coursework and a two-hour seen exam.

Coursework consists of a group presentation. You will each speak for 5 minutes, and provide an individual written report on your research.

In the examination, students will answer two essay questions and attempt a documentary analysis exercise. Documents are provided in advance of the examination, and students will choose one.

Assessment is designed to allow students to demonstrate their acquired knowledge and understanding of late-Victorian London and the context for the Ripper atrocities. In addition, it is intended to allow students to demonstrate the key skills of literacy and ability to argue a case, of historical interpretation and analysis, of synthesis and evaluation of evidence and the use of primary historical sources. Students will also demonstrate their ability to communicate knowledge and understanding in a time-constrained environment.

Assessment criteria

In the **group presentation** students are expected to demonstrate they can:

- Formulate a question for the group to investigate and present to the whole seminar class
- Make links between events, people, relevant factors, etc, to provide a comprehensive explanation
- Work as part of a small group
- Provide evidence of research utilising both primary and secondary sources;
- Use appropriate information and communication technology
- Communicate effectively in good oral English.

In the **individual presentation log** students are expected to:

- Represent, reflect upon and evaluate their own contribution to the work of the group
- Make rational judgements on how the group could have performed more effectively
- Communicate effectively in good written English.

In the **documentary analysis exercise** in the exam, students are expected to demonstrate that they can:

- Explain what the document is
- Place it in its historical context
- Comment upon and explain the significant points, references and allusions in the text
- Understand and explain the reliability or otherwise of the documents as a historical primary source

- Summarise its value to the student of late-Victorian London and the Whitechapel murders
- Communicate in good written English.

In the **examination questions**, students are expected to demonstrate:

- Broadly based knowledge and understanding of late-Victorian London society and history
- A critical understanding of the Ripper murders and the historiography of the subject
- The ability to work unassisted in a time-constrained environment
- The ability to communicate effectively in written English.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
<i>Group presentation</i>	20	30		<i>Presentation</i>
<i>Individual report</i>	10	30		<i>Report</i>
<i>Exam</i>	70	30		<i>Closed exam</i>

Sources

Essential reading list

Ackroyd, P., *London: The Biography* (2002)

Inwood, S., *A History of London* (1998) and *City of Cities: London 1870-1914* (2005)

Jones, G. S., *Outcast London* (1971)

White, Jerry, *Nineteenth Century London* (2007)

Ackroyd P., 'Introduction' in *Jack the Ripper and the East End* (2008)

Begg P., *Jack the Ripper: The Definitive History* (2002)

Walkowitz, Judith, *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (1992)

Warwick, A. and Willis, M. *Jack the Ripper: Media, Culture, History* (2007)

[Table of Contents](#)

Londinium to the Blitz: London through its Museums

Module Code	4HIST009X
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	30% Presentation, 70% Report

Special features

Site visits: the field trips include visits to the Roman Amphitheatre and the London Wall Walk, the British Museum, Museum of London, National Portrait Gallery, National Gallery, Museum of London in Docklands, British Library, the museums of South Kensington, Greenwich, Westminster as well as Medieval and Tudor London Walk. Note: these visits are subject to change.

Summary of module content

History of London, public history, museums, archaeology and history, presenting and re-presenting history.

Learning outcomes

On completing the module, the successful student will be able to:

- Produce an effective descriptive and analytical oral report on a specific representation of historical London in a museum or gallery
- Produce an effective descriptive and analytical written report on the same, demonstrating an awareness of the problems encountered by professional historians in presenting the past to the public
- Demonstrate knowledge and understanding of the history of London providing the backdrop to the case study
- Communicate effectively in written English, using recognised academic apparatus
- Communicate effectively in good spoken English, using appropriate audio-visual supports and information and communication technology.

Course outcomes the module contributes to: not applicable

Indicative syllabus content

London is one of Europe's greatest cities, with a fascinating history stretching back over two thousand years. Originally built by the Romans, it has endured a long history of war and civil war, fire, famine and plague. It has survived aerial bombardment and terrorism, yet remains a fascinating mosaic of distinct villages, which has given shelter to successive generations of those fleeing persecution and poverty in other lands. It is home to the British

monarchy and British parliament, and is the cockpit of British life and culture. This class aims to offer an introduction to a new history of London and to the specialism of 'public history', based in part on recent archaeological research and visits to London museums. The class thus aims to provide students with the knowledge and skills to evaluate how and how well the history of London is presented to audiences of non-historians. The class will examine inter alia:

- Roman London
- London in the Middle Ages
- Georgian and Victorian London
- London at War
- Theory and methodology of historical presentation and representation
- Representation of historical London in museums and galleries.

Teaching and learning methods

The class is delivered via lectures, seminars and visits. Lectures provide the historical and theoretical framework of the class while seminars allow time for student-led group discussion of issues raised in the lectures and visits. Visits to appropriate museums and galleries form an essential part of this class and are therefore an integral part of the teaching scheme.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	12
Work-based learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

Assessment is designed to allow the student to demonstrate knowledge of an aspect of London's history as presented to the public in a museum or gallery and the ability to do so in both oral and written form. In doing so they will be able to demonstrate their understanding of the nature of 'public history' and its associated difficulties. It is also intended to allow students to demonstrate the key skills of use of ICT, literacy and ability to argue a case in both written and oral form.

Assessment criteria

Presentation:

Students will be assessed on the extent to which they have demonstrated:

- Understanding of the topic addressed
- Incorporation of critical source material
- Engagement with the audience
- Quality of presentation in relation to audible delivery, clarity and structure; appropriate use of presentation aids (such as handouts, whiteboard, DVD, Powerpoint).

Report:

Students will be expected to employ a good level of written expression and academic register, and will be assessed additionally in relation to:

- Focused response to the topic
- Development of a coherent argument supported by appropriate examples
- Evidence of engagement with issues discussed during the module
- Range of research and secondary reading, appropriately referenced.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
<i>Presentation (15 minutes)</i>	30	30		<i>Presentation</i>
<i>Report (2500 words)</i>	70	30		<i>Report</i>

Synoptic assessment – Not applicable

Essential reading list

- Ackroyd, Peter *London: a Biography* (2000)
- Gardner, James B. & LaPaglia, Peter S., (eds) *Public history essays from the field* (1999)
- Inwood, Stephen *A History of London* (1998)
- Kean, Hilda, Martin, Paul & Morgan, Sally J., (eds) *Seeing history: Public history in Britain Now* (2000)

[Table of Contents](#)

Monarchy – A Royal History of London

Module Code	4HIST007X
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	40% Oral Presentation, 60% Written Coursework

Special features

This module may include additional costs for museum tickets.

Site visits: as a part of the module, students will be visiting The British Museum, British Library, National Portrait Gallery, the Museum of London, Imperial War Museum. The students will also tour important royal sites in London. Note: these visits are subject to change.

Summary of module content

This course examines London as the historical setting for monarchy and national ceremonial. As such the course considers Royalty's central place in British life and examines how its purpose and function have changed over the centuries. It also investigates Royalty's influence on British history and society and its impact on government, culture and science. Finally the course will consider how the monarchy has adapted – and continues to adapt – to changing times and how critics react to it.

Learning outcomes

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

1. Explain how key moments in history have affected the role of the monarchy
2. Identify and evaluate how the monarchy has changed and adapted over time in response to national and international issues
3. Identify the extent to which the monarchy's influence on diplomacy, international relations, society, culture and science have shaped the United Kingdom and its place on the world stage
4. Relate places and objects in and around London to key moments in the history of the monarchy.

Course outcomes the module contributes to:

List of modules available to Study Abroad students.

Indicative syllabus content

- Study of the role of individual rulers and royal families during key periods in British history, for example, Alfred the Great, the Normans, the Plantagenets, the Tudors, the Stuarts, the Hanoverians and the Windsors
- Consideration of the influence of the monarchy on key themes: diplomacy, international relations, society, culture and science and the UK's place on the world stage
- Study the historical significance of objects such as the Domesday Book and the Magna Carta
- Visits to historical locations, for example, the Tower of London, Windsor Castle, Whitehall Palace, and Westminster Hall
- Walks in and around London to highlight historically relevant buildings, the events associated with them and their significance in historical developments.

Teaching and learning methods

Semester-based (48 contact hours in total over 12 weeks):

The methods used in the delivery of the module are student-centred and highly interactive. They are designed to support the students in their analysis of and reflection on significant historical periods as seen through relevant objects and locations in London. The course will contain a combination of lectures and interactive workshops. Different learning styles will be addressed through the use of visual media as well as tasks to research and complete online. Student learning will be enhanced through work in pairs and groups. Two weeks (weeks 6 and 12) of non-traditional teaching are scheduled, which will involve visits and walks around historic London. An additional walk will take place to fit in with the course.

Block-mode (Summer Programme)

Block-mode delivery is aimed at aiding progression between years of University of Westminster students and as an option in the London International Summer Programme. The content covered and the assessment profile will be the same. What changes in the block-mode delivery is the length of classes and the more concentrated time for reflection and reading between classes. Based on this, both the theory for the lectures and the workshop activities have been chosen to be flexible and adaptable, to suit different delivery types. At the same time the reading will be frontloaded to or before the beginning of the course.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	36
Tutorial	Scheduled	3
Project/coursework supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	9
Work-based learning	Scheduled	
Total scheduled		48

Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

There are two components to the assessment of this module:

Assessment 1: 40% of the total mark is given for an oral presentation in which students evaluate the significance of an object, location or event for the monarchy in London. Students will be expected to demonstrate not only a sound knowledge of the context in which the presentation is rooted, but also the significance of the object, location or event from social, political and economic perspectives (where appropriate). In the ensuing Q & A session, students will be required to respond to questions from academic staff and peers thereby demonstrating not only a detailed knowledge and understanding of their chosen topic but also an ability to structure an argument and communicate effectively. This assessment will specifically test learning outcomes 1 and 3.

Assessment 2: 60% of the assessment is a 1000-word essay in which students evaluate the impact of an individual monarch and/or royal family on key themes within British history and the United Kingdom's place on the world stage. In order to evaluate impact, students will need to demonstrate an understanding of a broad period in history before focusing on the specific changes brought about by the monarch or royal family. This provides students with an opportunity to undertake independent research into a specific area of interest and to synthesise the results of that research into a concise, well-structured and carefully argued essay. This assessment will specifically test learning outcomes 1 and 2.

Assessment criteria

The assessment criteria are as follows:

- Ability to demonstrate understanding of and evaluate a number of key turning points in history
- Ability to critically evaluate the impact of individual monarchs and/or royal families on key themes within British history and the UK's place on the world stage
- Ability to show understanding of the significance of key places and objects in particular historical moments
- Ability to communicate ideas both orally and in writing with emphasis on research, relevance, argument, structure and presentation.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Coursework 1	40%	30%		<i>Oral presentation</i>
Coursework 2	60%	30%		<i>Written coursework</i>

Synoptic assessment

NA

Sources

Erickson, Carolly: *Her Little Majesty. The Life of Queen Victoria*. Robson Books, 1997

Hibbert, Christopher: *The Court at Windsor*. Penguin, 1977

Hibbert, Christopher: *The Court of St James*. Weidenfeld & Nicholson, 1979

Lacey, Robert: *Majesty, Elizabeth II and the House of Windsor*. Harcourt, Brace, Janovich, 1977

Pollard, Justin: *Alfred the Great, The Man Who Made England*. John Murray, 2005

Seward, Ingrid: *Royal Style*. St Martin's Press, 1988

Weir, Alison: *Henry VIII, King and Court*. Jonathan Cape, 2001

Whitney, Catherine: *The Women of Windsor*. Harper, 2006

Williamson, David: *Kings and Queens*. National Portrait Gallery Publications, 2013

Also important, because they are concise and informative, are Pitkin Guides. Especially:

Ashdown, Dulcie, *The Royal Line of Succession*

Essential reading list

Howard, Philip: *The British Monarchy in the Twentieth Century*. Hamish Hamilton, 1977

Paterson, Michael: *A Brief History of the House of Windsor*. Constable & Robinson, 2013

Additional materials provided in the student handbook (relevant journal articles) etc.

[Table of Contents](#)

Art and Society

Module Code	4ELIT007X
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	60% Essay, 40% Presentation

Special features

This module may include additional costs for museum tickets. Typical visits include the Tate Modern Museum, Victoria and Albert Museum, National Portrait Museum, Museum of London, British Museum, Wallace Collection, Serpentine Galleries, Wellcome Collection. Note: These visits are not the same every year and they are subject to change.

Summary of module content

This module is an introduction to the visual culture of London, including painting, architecture, photography and contemporary media. Students will visit the major art galleries to examine how art works exhibitions and cultural organisations can be understood within wider social contexts. The sessions also include museums and historical sites, such as the British Museum and St Paul's Cathedral, as well as art galleries. The classes will explore how these institutions reveal the complex cultural identity and history of London. The module develops students' skills in visual analysis and critical thinking about culture.

Learning outcomes

By the end of the module the successful student will be able to:

- Demonstrate ability to make a visual analysis of works of art
- Demonstrate an understanding of visual arts
- Demonstrate an understanding of the ways in which historical displays and sites can be related to a political, social or cultural context
- Discuss the role of London as a cultural centre
- Develop appropriate skills in academic presentation and writing.

Course outcomes the module contributes to:

Students will be able to demonstrate:

NA

NB This module does not form part of the BA English Literature and cannot be taken by students on this pathway.

Indicative syllabus content

- Iconic buildings and national heritage: St Paul's Cathedral and Westminster Abbey
- How museums represent historical narratives: The Museum of London; the British Museum
- Looking at master paintings: the National Gallery
- Multicultural London: the representation of race, gender and sexuality in art and culture 17th – 21st century
- Impressionism and Post-Impressionism: the Courtauld Gallery
- Modernism and Post-Modernism in architecture and the fine arts
- Tate Modern: a contemporary art museum for the 21st century.

Teaching and learning methods

The module consists of 12 x three-hour classes held over three weeks including site visits.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	0
Seminar	Scheduled	0
Tutorial	Scheduled	0
Project supervisor	Scheduled	0
Demonstration	Scheduled	0
Practical classes and workshops	Scheduled	36
Supervised time in studio/workshop	Scheduled	0
Fieldwork	Scheduled	0
External visits	Scheduled	3
Work-based learning	Scheduled	0
Total scheduled		36
Placement	Placement	0
Independent study	Independent	164
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

The assessment is designed to give students the opportunity to develop skills in the reading of artworks and visual material, to develop contextual arguments, and to relate primary and secondary resources. The essay aims to enable them to produce a researched and academically developed piece of work and to enable them to develop their analytical and reflective skills.

Assessment criteria

The assignments are assessed on the ability of the student to discuss a range of material, to reflect upon their responses to individual works of art, to contextualise the examination of visual material to cultural and historical contexts, to develop a coherent argument.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
<i>Essay</i>	60	30	-	<i>Essay</i>
<i>Presentation</i>	40	30	-	<i>Group presentation</i>

Sources

- Michael Archer *Art Since 1960* London: Thames & Hudson, 2002
- Francoise Barbe-Gall *How to Look at a Painting*, London: Frances Lincoln, 2011
- David Britt *Modern Art: Impressionism to Post-modernism*, London: Thames and Hudson, 1999
- Anne D'Allewa *How to Write Art History*, London: Laurence King, 2010
- Andrew Wilton *Five Centuries of British Painting* London: Thames & Hudson, 2002

Electronic Resources

<http://www.tate.org.uk>

[Table of Contents](#)

Working Across Cultures in a Global World

Module Code	4CLST001X
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	50% Case Study Analysis, 50% Team Building Scenario

Summary of module content

The course provides a student-centred understanding of the intercultural competencies needed in the professional world of the 21st century. It starts by supporting students in analysing their chosen career, identifying the challenges inherent in performing in a professional multicultural environment. It continues by developing, through interactive activities, skills such as recognising, acknowledging, mediating and reacting to a variety of cultural expectations and norms of behaviour. The course contains throughout a reflective strand, which encourages students to reflect on their internalised culture, unconscious bias and preferred social positioning, and how this might impact their work relations.

Learning outcomes

By the end of the module the successful student will be able to:

1. Identify intercultural challenges in a professional environment as well as the underlying norms and values that trigger these challenges
2. Consider and apply different ways of addressing intercultural challenges in a work environment taking into account relevant professional and ethical codes
3. Analyse his/her own cultural perspective and its relation with the values of a chosen professional field
4. Apply intercultural skills in a work environment.

Course outcomes the module contributes to:

List of modules available to Study Abroad students.

Indicative syllabus content

- Learning from and dealing with cultural differences
- Internalised culture and the individual's cultural identity
- Internalised culture versus institutional culture
- The impact of cultural norms and practices
- Cultural awareness
- Cross-cultural comparisons
- Theories of what makes for good intercultural communication

- Team work and cultural interactions
- The success of a cross-cultural team.

Teaching and learning methods

Semester-based (48 contact hours in total over 12 weeks)

The methods used in the delivery of the module are student-centred and highly interactive. They are designed to support the students in their analysis of and reflection on various workplace intercultural exchanges. They are also meant to inspire them to further develop their intercultural competence. The course will contain a combination of lectures and interactive workshops. Student learning will be enhanced through work in pairs and groups encouraging them to assess their own intercultural abilities as well as those of others.

Two weeks (weeks 6 and 12) of non-traditional teaching are scheduled, which will involve practical simulations as well as visits to companies.

Block-mode (Summer Programme)

Block-mode delivery is aimed at aiding progression between years of University of Westminster students and as an option in the London International Summer Programme. The content covered and the assessment profile will be the same. What changes in the block-mode delivery is the length of classes and the more concentrated time for reflection and reading between classes. Based on this, both the theory for the lectures and the workshop activities have been chosen to be flexible and adaptable, to suit different delivery types. At the same time the reading will be frontloaded to or before the beginning of the course.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	30
Tutorial	Scheduled	6
Project supervisor	Scheduled	6
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	6
Work-based learning	Scheduled	
Total scheduled		48
Placement	Placement	

Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

Assessment will be by both end-of-module and in-course coursework.

Case-study analysis (2000 words)

The first piece of coursework is an analysis of intercultural incidents in a workplace environment. The assignment will require students to analyse the cultural norms and values that are displayed by the characters. They will also be required to reflect on their own intercultural competences in a similar work context (LO 1, 2 and 3).

Team-building scenario (2000 words)

The second piece of coursework is a team-building scenario requiring students to apply the studied theories (i.e. Belbin's team building approach) to a given workplace-situation. They are asked to reflect on the different ways of putting together a successful team for a given task to propose working arrangements that take into account cultural sensitivities (LO 4).

Assessment criteria

1. Ability to identify intercultural challenges and the underlying cultural norms and values
2. Ability to consider and apply different strategies to address intercultural challenges in a work environment
3. Ability to analyse his/her own cultural perspective and its relation with the values of a chosen professional field
4. Ability to apply intercultural skills in a work environment.

To pass this module, students are expected to have met the learning outcomes of the module and to secure an overall mark of 40% (with a minimum mark of 30% in each assessment).

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Case-study analysis	50	30		Written coursework
Team-building scenario	50	30		Written coursework

Synoptic assessment

NA

Sources

- Hofstede, Geert (2010) *Cultures and Organizations: Software of the Mind*, Third Edition: Intercultural Cooperation and Its Importance for Survival, McGraw-Hill, London
- Hurn, B. and Tomalin B (2013) *Cross-Cultural Communication: Theory and Practice*, Palgrave Macmillan, London
- Jandt, Fred E. (2001) *Intercultural Communication*, Sage, London
- Lustig, Myron W. and Koester, Jolene (2010) *Intercultural Competence*, Allyn and Bacon, Boston (6th edition)
- Lewis, R. (2005) *When Cultures Collide: Leading Across Cultures: Leading, Teamworking and Managing Across the Globe*, Nicholas Brealey Publishing, New York
- Schein, E. (2010) *Organizational Culture and Leadership*, John Wiley & Sons, New York
- Stangor, Charles (2000) *Stereotypes and Prejudice*, Psychology Press, Philadelphia
- Tomalin, B and Nicks M. (2010) *The World's Business Cultures – and How to Unlock Them*, Thorogood, London (2nd edition)
- Turner, Charles (2012) *The Seven Cultures of Capitalism: Value Systems for Creating Wealth in the United States, Japan, Germany, France, Britain, Sweden, and the Netherlands*, Doubleday Business, New York

Essential reading list

- Belbin, M (2010) *Team Roles at Work*, Routledge, London (2nd edition)
- Trompenaars, F. and Hampden-Turner C. (2012) *Riding the Waves of Culture: Understanding Diversity in Global Business*, Nicholas Brealey Publishing, New York, (3rd edition).

[Table of Contents](#)

Myth and Method in Psychology

Module Code	4PSYC001X
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	In-class group debate (40%) and a 2,400 word essay (60%).

Special features: The module includes a half-day field trip to the Freud Museum, Hampstead.

Summary of module content

In this module, we will explore the scientific evidence for phenomena widely accepted by the public, but whose scientific validity remains open to challenge including, for example, astrology and near death experiences. We will examine the methods used in the investigation of such popular myths and examine, from a psychological perspective, the factors which underlie how they grow and are sustained. The module involves a critical review of the scientific evidence for these phenomena, and general consideration of the application of scientific method.

Learning outcomes

By the end of the module, the successful student will be able to:

- Evaluate critically the evidence for a range of popular beliefs in psychological phenomena from outside academic psychology GA1
- Demonstrate an understanding of the factors that lead to popular acceptance of unsubstantiated phenomena. GA1
- Describe, evaluate and discuss psychological theory and approaches to a range of issues raised by beliefs in popular myths from around the globe. GA1, GA4
- Demonstrate skills in researching, summarising and reviewing relevant literature, and to employ an appropriate style for academic writing. GA1, GA2
- Research and summarise a relevant area of psychological literature as a group task and to present findings to their peers. GA1 GA2

Graduate Attributes these learning outcomes contribute to:

GA1 Critical and creative thinkers

GA2 Literate and effective communicator

GA3 Entrepreneurial

GA4 Global in outlook and engaged in communities

GA5 Social, ethically and environmentally aware

Indicative syllabus content

The module examines a wide variety of different areas of non-academic psychology and parapsychology with topics concerning phenomena widely accepted by the public, but whose scientific validity remains open to challenge. The module requires students to adopt a critical review of the scientific evidence for these phenomena, and general consideration of the application of scientific methodology. Areas investigated include:

- Astrology
- Near death experiences
- Dreams
- Myths of popular psychology
- Homeopathy
- Hypnosis & Clinical Hypnotherapy
- Homeopathy & Placebo
- Anomalous phenomena
- Para-normal

The module provides students with the set of skills necessary to produce a coherent research led academic piece of written work directed towards resolving the issue posed in the assessment question. Through which they can demonstrate their understanding of major theories, research and issues. Along with a critical awareness of the strengths and limitations of psychological theory.

Teaching and learning methods

Over a three week block during the summer, teaching will be through a combination of lectures and seminars. With 2-hour lectures being the main vehicle of delivery for the key theories and concepts of the subject matter covered in the module. Lectures are supplemented by 2-hour seminars, which incorporate the knowledge base from the lecture programme and consist of group discussions and guided group work activities. The seminars in the module have been designed to cement the information students will learn in the lectures, in particular, areas that are widely accepted as valid by the general population will be evaluated from a scientific perspective which they will then utilise for their assessments.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	24
Seminar	Scheduled	20
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	

Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	4
External visits	Scheduled	
Work based learning	Scheduled	
Total Scheduled		48
Placement	Placement	0
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

The module is assessed by an in-class group debate (40%) and a 2,400 word essay (60%).

The group debates will assess the ability of the students to work collaboratively to research and summarise a relevant area of psychological literature on popular unsubstantiated phenomena and to present findings in the form of an argument to their peers at an appropriate level.

In the coursework essay students will take a topic from the group debates and explore relevant research evidence individually. Students will be expected to demonstrate in-depth knowledge drawing on academic information via books, journals, the internet and other sources; critically evaluate that information and show their ability to communicate that knowledge in a precise and coherent manner.

Assessment criteria

In the group debate each group of students is expected to:

- Demonstrate a thorough understanding of the topic under investigation
- Demonstrate the ability to search for, recognise and critically evaluate information salient to a topic
- Present the argument clearly and concisely and at an appropriate level to an audience of peers.
- Respond to questions with reasoned argument and use of evidence.

In the Coursework essay (2,400 words) students are expected to

- Demonstrate they have considered relevant psychological theory and empirical research
- Demonstrate that they have addressed the main issues and controversies related to the essay topic area

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Group Debate	40	30		Oral Presentation
Coursework Essay	<i>60</i>	<i>30</i>		<i>2,400 word Essay</i>

Synoptic assessment

Sources

Essential reading

Roberts, R., & Groome, D. (2001) *Parapsychology: The Science of Unusual Experience*. London: Arnold.

Other indicative reading:

Della Salla, S. (2007) *Tall Tales about the Mind and Brain*. Oxford: Oxford University Press.

Coleman, A. (1995) *Controversies in Psychology*. London: Longman.

Blackmore, S. (1996) *In Search of the Light: The Adventures of a Parapsychologist*. New York: Prometheus Books.

[Table of Contents](#)

Psychology of City Life

Module Code	5PSYC001X
Module Level	5
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	Group research presentation (40%) and a 2,400 word essay (60%).

Special features: The module includes a half-day field trip to the Museum of London, Barbican.

Summary of module content

This module aims to provide students with the opportunity to engage with a range of topics and issues in psychology that relate to growing up and living in or visiting a large global city such as London, England. It will bring together research and theory from a number of areas of psychology including social psychology, health psychology, cognitive psychology and forensic psychology. Topics include: Stress & Wellbeing; Crime & Aggression; Loneliness, Pro-social Behaviour and Resilience. Lectures will discuss recent research and seminars will provide students with practical activities, visualisation through documentaries and guided discussions related to each topic.

Learning outcomes

On successful completion of the Psychology of City Life module students will be able to demonstrate that they can:

- Describe, evaluate and discuss psychological theory and approaches to a range of issues raised by living in a global city. GA1, GA4
- Demonstrate skills in researching, summarising and reviewing relevant literature, and to employ an appropriate style for academic writing. GA1, GA2
- Research and summarise a relevant area of psychological literature as a group task and to present findings to their peers. GA1 GA2

Graduate Attributes these learning outcomes contribute to:

GA1 Critical and creative thinkers

GA2 Literate and effective communicator

GA3 Entrepreneurial

GA4 Global in outlook and engaged in communities

GA5 Social, ethically and environmentally aware

Indicative syllabus content

Assuming no prior knowledge of psychology, the module introduces students to the nature of psychology as it applies to growing up and living in a large global, city environment such as London. The module embraces different areas of psychology such as health

psychology, cognitive psychology and forensic psychology. The module discusses key psychological theories and concepts to the understanding of real-world social issues of City Life. Specific coverage includes:

- Child poverty and inequality in a city environment
- Effects of poverty on the Brain
- The Stress Response;
- City living and Mental Health
- Well-being & Life satisfaction
- The city and loneliness
- Resilience – the science of coping in a city.

In addition, the module provides students with the set of skills necessary to produce a coherent research led academic piece of written work directed towards resolving the issue posed in the assessment question. Through which they can demonstrate their understanding of major theories, research and issues. Along with a critical awareness of the strengths and limitations of psychological theory.

Teaching and learning methods

Over a three week block during the summer, teaching will be through a combination of lectures and seminars. With 2-hour lectures being the main vehicle of delivery for the key theories and concepts of the subject matter covered in the module. Lectures are supplemented by 2-hour seminars, which incorporate the knowledge base from the lecture programme and consist of group discussions, guided group work activities and films. The seminar activities have been designed to build on the material presented in the lectures.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	24
Seminar	Scheduled	20
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	4
External visits	Scheduled	
Work based learning	Scheduled	

Total Scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

The module is assessed by one group presentation which includes an individual summary from each group member (40%) and a 2,400 word essay (60%).

The presentation assesses the ability of the students to work collaboratively to research and summarise a relevant area of psychological literature as a group task and to present findings to their peers at an appropriate level. The summary allows each student to demonstrate their individual contribution to the development of the group presentation.

The essay will allow students to demonstrate in-depth knowledge of a specific topic from the module using academic information via books, journals, the internet and other sources; critically evaluate that information and show their ability to communicate that knowledge in a precise and coherent manner.

Assessment criteria

Groups will be required to produce a presentation from a selection of topics related to the lectures. Half of the marks will be allocated on the basis of individual contribution to the presentation (summary) and half on the basis of the overall quality of the presentation.

In the presentation assessment students are expected to:

- Summarise key points of the research and communicate these to their peers
- Demonstrate critical awareness of the strengths and limitations of methodology
- Demonstrate understanding of how this research fits within a broader psychological context.
- Demonstrate effective presentation skills and use of AV aids.
- Provide evidence of their own contribution towards the group presentation

In the essay students are expected to:

- Demonstrate a critical understanding of the key concepts, historical perspectives, theories and debates relevant to understanding the psychology of city life.
- Produce a clearly structured and coherent argument directed towards the essay title.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Group research presentation	40	30		Oral Presentation using AV aids & 500 word written summary.
Coursework	60	30		2,400 word Essay

Synoptic assessment

Sources

Essential reading list

Psychology of City Life Reading List - A basic psychology textbook would be useful, we recommend either:

Carlson, N.R., Heth, D.S., Miller Jr. H.L., Donahoe, J.W., Buskist, W. & Martin, G. N. (2006). *Psychology – The Science of Behaviour* (European Adaptation), Pearson Education Ltd: England.

OR

Eysenck, M. (2008). *Fundamentals of Psychology*. Psychology Press: England

Additional Reading:

Augoustinos, M. & Reynolds, K. (eds.) (2001). *Understanding Prejudice, Racism and Social Conflict*. London: Sage.

Cooper, C. L. (Ed) (2005). *Handbook of Stress Medicine and Health, 2nd ed*. London, UK: CRC Press.

Fischer, P., Greitemeyer, T., Pollozek, F. & Frey, D. (2006). The unresponsive bystander: Are bystanders more responsive in dangerous emergencies? *European Journal of Social Psychology*, 36, 267-278

Griffin, J. (2010) *The Lonely Society*, Mental Health Foundation Report available at:

<http://www.mentalhealth.org.uk/campaigns/loneliness-and-mental-health/>

Heinrich, L.M. & Gullone, E. (2006). The clinical significance of loneliness: A literature review, *Clinical Psychology Review* 26, 695-718

Kaptein, A. & Weinman, J. (Eds) (2004). *Health Psychology*. Oxford, BPS Blackwell.

Marc J. Schabracq, Jacques A.M. Winnubst & Cary L. Cooper. (eds) (2003) *The Handbook of Work and Health Psychology* (2nd ed). Chichester: Wiley.

Schabracq, M. J., Winnubst, J. A.M. & Cooper, C.L. (2003). *The Handbook of Work and Health Psychology*, 2nd ed. Chichester, UK: Wiley.

Selye, H. (1976). *The Stress of Life*. New York, USA: McGraw-Hill.

Taylor, S.E. (2009). *Health Psychology*. London, 7th ed. UK: McGraw-Hill.

[Table of Contents](#)

Introduction to Rights and the Law

Module Code	4LLAW025X
Module Level	4
Length	Session One and Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	100% Written Coursework

Summary of module content

This module provides an introduction to rights while at the same time trying to motivate students to later deepen their interest in human rights law. It starts with broad discussion on rights and continues with an exploration of the central institutions of the human rights regime while pointing to some of the main controversies in the human rights system. The module will address the tension between universalism and relativism, the difficulties with regard to the right holders (individuals, groups, collectivities, organisations) and point to current and future controversies and challenges in the areas of rights in general and human rights in particular.

Learning outcomes

On successful completion of the module students will have demonstrated:

- The ability to work under direction and take responsibility for their own work in an adaptable, and reflective manner.
 - A broad understanding of the knowledge base and on-going debates within the area and a knowledge and understanding of the law in its wider context
 - The ability to apply the legal knowledge to consider legal issues
 - An initial understanding of ethical considerations and personal responsibility in the context of academic codes of conduct
-
- A research strategy that encompasses the identification and selection of a range of authoritative and reliable materials.
 - Effective interpersonal and communication skills, specifically with regard to written and digital competencies.

Indicative syllabus content

- The Concept of Rights: What is a right? The relationship between rights and duties, rights and interests, and rights and freedoms.
- Universalism versus relativism: Introduction to human rights. Are human rights universal? How do different cultures look at concepts of human rights?
- The various right holders of human rights: Are only individuals holders of human rights? What about group rights (including Women's rights, lesbian and gay rights, disability rights, and ethnic minorities' rights) and collective rights (peoples and indigenous peoples).

- The relevance of the various generations of rights: Civil and political versus socio-economic; the third generation and fourth generation rights, instruments and mechanisms).
- Human Rights in the 21st Century: Globalisation, Development, Poverty.
- Business organisations and human rights: Business organisations as bearers of human rights responsibilities and as holders of human rights.
- Human Rights and the concepts of equality and discrimination

Teaching and Learning Methods

The seminars center on group activities, discussion of reading materials and case studies. The seminars consist of a variable combination of lecture formats that examine, explain and illustrate the topics of the day, and of class debate and activities that provide an opportunity to discuss topics and explore some of the most relevant issues.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	36
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Total Scheduled		36
Placement	Placement	
Independent study	Independent	164
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change

Assessment rationale

The assessment is constituted by one piece of coursework.

The coursework is designed to allow an individual analysis of a topic related to rights and to also support the intellectual development of research, analytical and writing skills.

The topic and title of the coursework is chosen by the student in agreement with the module leaders in order to stimulate the student to reflect on a relevant topic and translate that topic into a workable research title.

The written coursework will assess the capacity to translate a general topic of personal interest into a concrete research theme; the broad understanding of a specific area of enquiry; the capacity to analyse issues associated with the area of enquiry and draw

reasoned conclusions; assess the analytical, written and communication skills in the form of an essay and presentation carried out within a specific time limit.

Assignment Assessment criteria

- Content: Analysis of the question, response to the question, evidence of logical argument and use of appropriate examples.
- Presentation: Structure, spelling/punctuation, grammar and overall care.
- Depth and breadth of research and ability to reference work correctly
- Ability to elucidate arguments/points in a succinct manner and within the word limit.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
<i>Written Coursework 3000</i>	100			

Sources

Essential Reading List (subject to amendment)

The Talis reading list is linked to the Blackboard site.

[Table of Contents](#)

Television in London

Module Code	4TVPR001X
Module Level	4
Length	Session One and Session Two, Three Weeks
Site	Central London and Harrow Campus*
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	80% Multicamera Studio Show, 20% Critical Review

**The Harrow Campus is located within Zone 4. Most summer Programme students will purchase a Zone 1–2 travelcard so should budget a little extra travel credit to cover zone extensions.*

Special features

The students will be shooting at sites around London.

Summary of module content

Working in one large and several small groups students devise and produce a factual programme realised in a multi-camera studio.

Studio-based multi-camera television show. Students work in a large group to produce one 25-minute live magazine programme. Through practice in the studio students learn the procedures and protocols necessary for shooting within a large crew, an 'as live' TV studio show. Students learn how to schedule, source talent, produce a running order, design and build a simple set and work collectively towards the recording of a live show in a proscribed amount of 'on-air' time.

There is an emphasis on collective responsibility and problem solving. Students write a personal log plus a reflective and a critical analysis of the production process and their finished programme.

Learning outcomes

By the end of the module the successful student will be able to:

Knowledge and Understanding

1. Understand the editorial process and production methods to create a studio based television programme (GA1, GA4, GA5).

Professional and Personal Practice

2. Understand the possible outcomes with regard to long-term career planning (GA1, GA3).
3. Understand both on the analytical skills used and also on own personal development with regard to considering the editorial and production issues (GA1, GA4, GA5).

Key Transferrable Skills

4. Understand the interaction and relationships within a multidisciplinary team, support or be pro-active in leadership, negotiate fairly and manage conflict (GA2, GA5).
5. Present ideas in a considered manner that is designed to inform and engage (GA2).

Graduate Attributes these learning outcomes contribute to:

- GA1 Critical and creative thinkers
- GA2 Literate and effective communicator
- GA3 Entrepreneurial
- GA4 Global in outlook and engaged in communities
- GA5 Social, ethically and environmentally aware

Indicative syllabus content

Viewing and discussion of contemporary multi-camera programmes across a variety of genres of magazine shows. Extensive workshops in the multi-camera TV studio to include scripting, vision-mixing, and studio camera and sound operation. Instruction in professional studio practice, particularly with reference to risk assessment, managing studio audiences and H&S procedures. Scripting and producing a live television show, allowing specialist assistance in lighting, set design and building. Experience of recording a live 25-minute magazine show. In depth analysis and feedback of the production. Students are encouraged to use talent/music/artwork sourced from outside the course cohort. All work must be produced with the industry guidelines in mind – e.g. Ofcom compliance rules.

Teaching and learning methods

Viewing and developing examples of broadcast programmes, developing critical faculties, outlining and explaining roles and guided learning. Students will see examples of professional and student productions to learn about the themes adopted and the methods used to produce multi-camera studio-based magazine programmes. Guided by the course leader, students will review current and past productions and develop their own ideas for a programme, which they will jointly make during the course. The production will require students to work in a small group on location to film inserts for the studio based “as live” production, where they will work as one team.

Students are expected to complete the assignments through self-managed study time. This includes research, production planning, casting, design and location recce, shooting, editing, documentation and reflection, and should amount to approximately 152 hours per student in addition to the scheduled/supervised time and include writing a critical review of the programme and module.

Activity type	Category	Student learning and teaching hours*
Introduction	Scheduled	3
Tutorial	Scheduled	6
Review	Scheduled	
Project supervision	Scheduled	
Demonstration	Scheduled	
Practical classes in studio	Scheduled	18
Supervised time in editing	Scheduled	21
Fieldwork	Scheduled	
External visits	Scheduled	
Work-based learning	Scheduled	Not applicable
Total scheduled		48
Placement	Placement	Not applicable
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

There are three types of assessment in this module – formative and summative and peer. Formative assessments do not count towards your final grade for the module. They are for you to test your knowledge and receive feedback from your peers and tutors. You have three formative assessments across the two projects.

1. Feedback in session as the multi-camera studio show script idea develops: this is delivered in the production group workshops as the concept develops across successive drafts of the programme concept. This feedback is from the Module leader and the production group providing invaluable peer feedback.
2. Feedback in the studio practical workshops: feedback is delivered by the module leader and is supported by Peer feedback in the studio workshops.
3. Feedback in the screening sessions at the end of the module: this is a hugely valuable opportunity to receive feedback that incorporates peer feedback from the wider year group, teaching staff and visiting professionals when available.

Summative assessments **count** towards your final grade for the module. Your two summative assessments for this module are:

1. Multi-camera Studio Project – students will be assessed on their ability to produce an ‘as for live’ studio ‘magazine show’ combining editorial and craft skills as well as their collaborative and creative contributions to the realisation of the content. An

individual's contribution is assessed through observation by the module leader, the individual's written log and analysis of the production process backed up by peer review. This tests Learning Outcomes GA1, GA2, GA3.

2. Summative Assessment. A 1000 word critical review of the programme reflecting on the relative success of each project in realising the original aims and the key decisions made. This tests Learning Outcomes GA3, GA4, GA5.

Peer Assessments do not count towards your final grade. They are for you to assess the students in your production group. This assessment forms part of your individual written submission.

Assessment criteria

Studio programme

- Creative interpretation of the brief
- Produced a programme to a high level of technical proficiency
- Effective use of resource to create “high” production values in technical crafts
- Broadcastable with or without alterations.

Summative assessment

- Ability to critically analyse the finished programme against stated aims and place them within a wider context of programme making.

Assessment Methods and Weightings

Name of assessment	Weighting %	Qualifying mark %	Assessment Type
Multi-camera studio show	80		Coursework
Critical review and analysis	20		

Both assignments must be attempted in order for a student to be considered to have passed the module – providing the aggregate of all assignment marks is 40% or more.

Reading and Sources

Orlebar, Jeremy (2011) 'The Television Handbook (Media Practice)' Routledge

Directors UK, Skillset, BBC College of Production

Useful Resources: video guides to Studio Production

<http://www.bbc.co.uk/academy/production/television/live-broadcast>

<http://www.bbc.co.uk/academy/production/television/live-broadcast/article/art20130726121727188>

<http://www.bbc.co.uk/academy/production/television/directing/article/art20130702112135564>

<http://www.bbc.co.uk/academy/production/article/art20130702112135766>

<http://www.bbc.co.uk/academy/production/article/art20130702112135647>

<http://www.directors.uk.com/about-us/what-director/multi-camera-director>

Essential Reading List

Singleton-Turner, Roger (2011), *Cue & Cut: A practical Approach to Working in Multi-camera*

Studios: Manchester University Press

Ward, Peter (2000), *Multiskilling for Television Production*. Focal Press

Jacobson, Mitch (2010), *Mastering Multi Camera Techniques: From Preproduction to Editing and*

Deliverables: The Ultimate Resource For Multi-Camera Projects From Pre-Production To Deliverable Masters: Focal Press

Allen, R. & Hill, A. (eds.) (2004), *The Television Studies Reader*, London: Routledge

Glen Creeber (ed) (2001) *The Television Genre Book* London: BFI 2001

[Table of Contents](#)

Photographing the City: London

Module Code	4IMAG012X
Module Level	4
Length	Session One and Session Two, Three Weeks
Site	Central London and Harrow Campus*
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	100% Coursework (70% Project, 30% Project)

**The Harrow Campus is located within Zone 4. Most summer Programme students will purchase a Zone 1-2 travelcard so should budget a little extra travel credit to cover zone extensions.*

Please note that it is advisable for students to bring their own **digital or digital SLR camera** for this class. If students do not have a digital or digital SLR camera one can be hired out free of charge from the Photography department based at the Harrow Campus.

Special features

Site visits: students will have a workshop in the famous Victoria & Albert Museum. In addition, they will be visiting exhibitions in the Museum of London or Whitechapel and Barbican galleries. Note: these visits are subject to change.

Summary of module content

This module is concerned with an investigation of the city as represented through historical and contemporary photography. Through a series of lectures, workshops, photo walks and gallery visits students gain a critical perspective on the city as a social, cultural, architectural and artistic phenomenon. Through a research and development process they focus on an aspect of the city to represent through their own photographic project.

Learning outcomes

By the end of the module the successful student will be able to:

Knowledge and Understanding:

1. Demonstrate an awareness and understanding of images of the city and its people, as depicted in photography and photography-based media from 1860 to the present day. This contributes to graduate attributes GA1 and GA5 as listed below.
2. Demonstrate an awareness and understanding of contemporary photographic practices and methods. This contributes to graduate attribute GA2 as listed below.

Professional and Personal Practice:

3. Creatively apply technical skills and production practices to the planning and production of a photographic project. This contributes to graduate attribute GA1 as listed below.

4. Construct a coherent body of photographic works representing a key aspect of the city. This contributes to graduate attribute GA4 and GA5 as listed below.

Key Transferable Skills:

5. Manage working creatively and effectively as an individual with some guidance. This contributes to graduate attribute GA3 as listed below.
6. Critically evaluate their own performance and that of their peers. This contributes to graduate attribute GA2 as listed below.

Graduate Attributes these learning outcomes contribute to:

- GA1 Critical and creative thinkers
- GA2 Literate and effective communicator
- GA3 Entrepreneurial
- GA4 Global in outlook and engaged in communities
- GA5 Social, ethically and environmentally aware

Indicative syllabus content

- Project development. The project is split into two phases – pilot and final.
- A project proposal will be written for each phase, defining aims, references, context, photographic approach and intended final form of the project.
- The students are given guided tours of London in order to test their proposals and start their creative practice.
- Use of an online blogging system (e.g. Tumblr) to record research, activities and progress and presentation format.
- Development of technical skills through guided workshops
- Illustrated lectures on London photography from key historical and contemporary practitioners including guest lecture(s) from established photographers
- Introduction to photographic theory and how to read images.
- Feedback is via peer review, critical self-evaluation and individual tutorials.

Teaching and learning methods

Indicative teaching and learning methods (with typical scheduled / supervised time for each student):

- Summer based delivery
- Illustrated interactive lectures introduce key concepts and approaches
- Seminars giving students formative exercises in interpretation, reading and analysis
- Individual tutorials to support students in developing and planning their projects
- Demonstrations and workshops developing practical skills
- External visits to relevant galleries and museums
- Work Reviews provide students with live feedback on work in progress and opportunities to review the work of other students
- Supervised research
- Guided tours for walking photo shoots.

Students are expected to complete the assignments through self-managed study time. This should amount to approximately 152 hours in addition to the scheduled / supervised time.

Activity type	Category	Student learning and teaching hours*
Lectures	Scheduled	8
Guest speakers	Scheduled	4
Practical classes and workshops	Scheduled	6
Group critiques	Scheduled	6
Seminar	Scheduled	4
Individual tutorials	Scheduled	1
Supervised library research	Scheduled	3
External visits (galleries)	Scheduled	8
Photo walks	Scheduled	8
Total scheduled		48

Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

There are two types of assessment in this module – **formative** and **summative**.

Formative assessments take place during the module and are designed to give you support and feedback on your coursework progress and future direction. In this module you will receive two formative assessments:

1. **Individual Tutorials:** Tutorials will occur just after the pilot phase is completed to assist and guide with the submission of the final phase project proposal forms.

You are asked to write a pilot project proposal following the initial lectures, and then again before the final phase begins. This develops all learning outcomes and in particular 3, planning and production.

2. **Work Reviews:** these are presentations of your project progress to your peers and the staff team. They take place twice, once for each project phase, and are designed to support your progression in completing your summative work for the module. This develops all learning outcomes, and particular 6, evaluation.

Summative assessments count towards your final grade and are weighted so that the majority takes place at the end of the module. Students are required to work on a project for the duration of this 20-credit module. **The project is split into two phases – the pilot phase and the final phase.** Each is handed in and assessed separately and therefore in this module students will receive two summative assessments:

Pilot phase (30% weighting)

1. Students are encouraged to use the pilot phase to experiment and find a subject that is of interest to them and fulfils the brief as described in the module guide, and to create an initial project. This approach facilitates the measuring of this modules learning outcomes numbers 3 and 4 (under the heading ‘professional and personal practice’).
2. Your conceptual engagement with research material, creative response to the brief, coherence of the project and technical control of the production will be demonstrated through the completion of this initial project phase. This will measure this modules learning outcomes 5 and 6 (under the heading ‘key transferable skills’).
3. Your ability to read and understand images of the city will be demonstrated through your blog and the influences you highlight within. This will measure this modules learning outcomes 1 and 2 (under the heading ‘knowledge and understanding’).

Final phase (70% weighting)

1. Students are encouraged to use the final phase to perform a much deeper investigation into the subject matter that was looked at during the pilot phase, to produce a finalised project. This approach facilitates the measuring of this modules learning outcomes numbers 3 and 4 (under the heading 'professional and personal practice').
2. Your conceptual engagement with research material, creative response to the brief, coherence of the project and technical control of the production will be demonstrated through the completed project and documentation. This will measure this modules learning outcomes 5 and 6 (under the heading 'key transferable skills').
3. Your ability to read and understand images of the city will be demonstrated through your blog and the influences you highlight within. This will measure this modules learning outcomes 1 and 2 (under the heading 'knowledge and understanding').

Assessment criteria

For each project phase:

- Evidence of research, awareness of the genre and relevant practices
- Conceptual engagement with research material
- Ability to construct a coherent body of photographic work in relation to a specific genre
- Creative response to the brief
- Overall image quality and technical control of the production
- Research blog (Tumblr):
 - Depth of exploration of a range of appropriate sources and practices
 - Evidence of production and development of projects.

Self-evaluation (at the end of the module only):

- Depth of exploration of a range of appropriate sources and practices
- Evidence of production and development of projects
- Level of self-reflection and appraisal.

For the Research blog and the Self-evaluation separate marks are not given but form part of the project coursework mark.

Assessment methods and weightings

Assessment name	Weighting %	Assessment type
<i>London Project Pilot Phase</i>	30	<i>Project</i>
<i>London Project Final Phase</i>	70	<i>Project</i>

Synoptic assessment

For those who take this as a standalone module the Research blog is the repository of research, development and project work. For those who take the module as a component of a complete degree course the blog is a component of an on-going meta blog which links all modules throughout the course and acts as a synoptic link across students' studies.

Sources

Essential readings, depending on the genre of project, will be indicated in the module programme and drawn from:

Soutter, L., (2013) *Why Art Photography*. London: Routledge.

Bate, D., (2016) *The Key Concepts, 2nd ed.* London: Bloomsbury.

Bate, D., (2015) *Art Photography*. London: Tate Publishing.

Prakel, D., (2012) *Composition 2nd ed.* Lausanne; Worthing: AVA Academia.

Short, M., (2011) *Context and Narrative*. Lausanne; Worthing: AVA Academia.

Barthes, R., (1977) *Image, Music, Text*. London: Fontana.

Salkeld, R., (2014) *Reading photographs*. London: Bloomsbury.

Badger, G., (2007) *The Genius of Photography: How Photography Has Changed Our Lives*. London: Quadrille.

Wells, L., (2011) *Land Matters: Landscape Photography, Culture and Identity*. London; New York: I.B. Tauris.

Scott, C., (1999) *The spoken image: photography and language*. London: Reaktion.

Ackroyd, P., (2000) *London: The Biography*, Chatto and Windus.

Fox, A (ed), Sawdon Smith, R (ed). (2015) *Langford's Basic Photography: The Guide for Serious Photographers*, Burlington, MA: Focal Press.

Further reading – depending on the genre of project proposed will be drawn from:

- Howarth, S. & McLaren, S., (2010). *Street Photography Now*. London: Thames & Hudson.
- Shore, S., (2007). *The Nature of Photographs, 2nd ed.* London; New York: Phaidon Press
- Sontag, S., (1978) *On Photography*, London: Allen Lane.
- Stallabress, J. (ed). (2013). *Documentary*. London: Whitechapel Gallery.
- Szarkowski, J. (1978). *Mirrors and Windows: American Photography Since 1960*, New York: Museum of Modern Art.
- Szarkowski, J. (1966). *The Photographer's Eye*, New York: Museum of Modern Art.
- Wells, L., (2009). *Photography: A Critical Introduction, 4th ed.* London: Routledge
- Borden, I. Hall, T & Miles, M., (2000) *The City Cultures Reader*, London
- Thomson, J., (1994). *Victorian London Street Life in Historic Photographs*, Dover Publications.
- Coverley, M., (2010). *Psychogeaography*, Harpenden.
- Delaney, H, (2012). *Another London*, Tate.
- English, B., (2013). *A Cultural History of Fashion in the 20th and 21st Century: From Catwalk to Sidewalk*, Bloomsbury.
- Beward, C. (2004). *Fashioning London*, Bloomsbury.
- Sinclair, I. (2007). *London: City of Disappearances*. Hamish Hamilton.
- Phillips, M., (2002). *London Crossings: The Biography of Black Britain*.
- Merriman, N., (ed) (1993). *The Peopling of London: Fifteen Thousand Years of Settlement from Overseas*.
- Carroll, H., (2014). *Read this if you want to take great photographs*. London: Laurence King.
- Carroll, H., (2015). *Read this if you want to take great photographs of people*. London: Laurence King.
- Barthes, R., (1981). *Camera Lucida*. London: Vintage.
- Burgin, V., (1982). *Thinking Photography*. London: Macmillan.
- Diprose, G., Robins, J., (2012). *Photography - the new basics: principles, techniques & practice*. London: Thames & Hudson.

[Table of Contents](#)

London: Cultural Capital of the World

Module Code	4JRNL007X
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	100% Individual portfolio of cultural journalism

Special features

Site visits: Banksy exhibition. Note: site visits are subject to change.

Summary of module content

This module offers students an introduction to the arts, entertainment, fashion, architecture and history that have made London the world's most influential and vital cultural hub. Why see Paris and die when you can see London and live? How did London become the world capital of music, art, fashion, design, theatre, film, architecture, and so much else? From rock legends to the Royal Opera, Shakespeare to shock art and cathedrals to Canary Wharf, this module describes how London emerged from the ashes of war to become the most vibrant and culturally rich city on earth. It aims to give students an overall appreciation of London culture and to teach them the skills they need to write fluent, confident and relevant reviews across a variety of arts and entertainment genres. It will also give students an introduction to the various ways the arts are covered across all media platforms and to the work of some key London artists, designers and performers.

Learning outcomes

By the end of the module the successful student will be able to:

1. Demonstrate an appreciation of London's rich cultural heritage and activity (GA1, GA4, GA5)
2. Understand and analyse different types of arts and cultural journalism and apply that understanding to the written work they do on the module (GA1, GA2)
3. Write shorter forms of cultural journalism (reviews, news) London's arts and entertainment that are engaging and relevant (GA2, GA4, GA5)
4. Write longer features about London's cultural scene that use original reporting and research to develop engaging and relevant perspectives (GA2, GA4, GA5)
5. Demonstrate a growing understanding of the role of the critic and reviewer in arts and culture (GA1, GA3, GA5)
6. Reflect on their own performance as journalists and demonstrate a developing awareness of the approaches of professional critics (GA1, GA4, GA5).

Graduate Attributes these learning outcomes contribute to:

GA1	Critical and creative thinkers
GA2	Literate and effective communicator
GA3	Entrepreneurial
GA4	Global in outlook and engaged in communities
GA5	Social, ethically and environmentally aware

Indicative syllabus content

1. Introduction to the role of the arts journalist
2. Introduction to criticism in general and the role and responsibility of the critic
3. Recent history of music, art, film, comedy, design, theatre and other art forms, with specific reference to London as a cultural hub
4. Art gallery visit and talk from gallery staff (e.g. Tate Modern)
5. Theatre visit and talk from director or cast
6. Workshops on review writing
7. Workshops on arts features – interviews, backgrounders, profiles
8. Arts news writing.

Teaching and learning methods

Students will be taught in a variety of ways:

- **Whole class workshops, using Powerpoints and audio/video where appropriate** – These sessions mix lectures from the tutors with more hands-on work by students, developing ideas and producing content and stories.
- **Visiting specialist speakers** – There may be visits from industry specialists or subject experts.
- **Tutorials where necessary** – These may be informal one to one discussions during the whole class workshops. They may be more formal affairs, scheduled to help the development of individual writing.
- **Site visits** – Students may visit key locations – from art galleries to the theatre.

NB This module is delivered in burst mode, over a three-week period during the University of Westminster's London International Summer Programme. Students will be taught for four days a week (three half days and one full day of teaching – the latter will focus mostly on going out and gathering stories). The module will be taught at a central London site.

Classroom work will be supported by lecture notes and handouts. Material will be made available via Blackboard.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	
Tutorial	Scheduled	
Project supervision	Scheduled	

Demonstration	Scheduled	
Practical classes and workshops	Scheduled	36
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	12
Work-based learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

Students are assessed through one piece of coursework over the duration of the module.

Coursework 1 comprises a portfolio that will include the following:

- Two reviews
- One background feature
- One profile
- One short arts news piece
- A reflective essay looking at their own work on the module and their own experience of London's cultural scene.

This will measure students' progress towards all the Learning Outcomes on the module.

There is one formative assessment on this module. Early on in the module, students will write a short review – about a London-based subject of their choice. They will receive feedback on this, which should help them with the successful completion of the stories for their final portfolio.

Assessment criteria

Students will be assessed according the extent that their work demonstrates:

- That the overall learning outcomes have been met
- The ability to create work that meets the requirements of a specific brief
- A developing understanding of the way arts journalists work and an ability to apply that understanding to their own journalism
- A developing awareness of the London cultural scene and its recent history
- An ability to research and write a range of cultural journalism, from short news and to longer features
- A developing sense of critical judgement, with respect to a selection of art forms – and an ability to communicate that judgement in engaging reviews
- A reflective approach to their magazine work.

Assessment methods and weightings

Name of assessment	Weighting %	Qualifying mark %	Qualifying set	Closed/open book exam (incl. no of hrs)
CWK1 Individual portfolio of cultural journalism	100%			

Sources

- Guardian Arts online
- Times Saturday Review
- Daily Telegraph Saturday review
- Sunday Times Culture supplement
- Sunday Telegraph arts pages
- Observer arts pages
- Time Out (Free)
- The Evening Standard (Free)
- Londontheatre.co.uk
- Drownedinsound.com
- Indielondon.co.uk

Books

- Ross A, *Listen to This* (Fourth Estate: 2011)
Walmsley B, *Key Issues in the Arts and Entertainment Industry* (Goodfellow, 2011)
Monaco J, *How to Read a Film* (OUP USA, 2011)
Brayfield C, *Art Reviews and How to Write Them* (Kamera Books, 2008)
Denby D: *Do Movies Have a Future?* (Simon & Shuster, 2012)
Shrum W: *Fringe and Fortune: The role of critics in high and popular art* (Princeton University Press 2007)
Carey J: *What Good Are the Arts?* (OUP, 2006)
Hughes R: *The Shock of the New* (Thames and Hudson, 1991)
Hook P: *The Ultimate Trophy – How Impressionist Painting Conquered the World* (Prestel, 2005)
Berger J, *Ways of Seeing* (Penguin 1990)
Billington M, *One Night Stands* (Nick Hern Books, 2007)
French P, *Collected Reviews* (Carcenet Press 2007)

[Table of Contents](#)

Marketing Principles

Module Code	4MARK001W
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	75% Report, 25% Group Presentation

Summary of module content

This module provides students with an introduction to marketing and its role in business and society. It gives students an overview of the principles underpinning marketing activities, and is both an introduction to the subject area. The module aims to introduce the key concepts of marketing, an understanding of consumer behaviour, and an evaluation and application of marketing tools in the context of contemporary major social and environmental issues.

Learning outcomes

By the end of the module, the successful student will be able to:

1. Understand the underpinning principles and current practice of marketing and its role in organisations
2. Understand the characteristics and dynamics of the external environments within which organisations operate
3. Collect data from a range of defined sources and analyse to present information and solve business problems
4. Communicate effectively, orally and in writing, in a clear and concise manner using a range of media widely used in business
5. Show an awareness of ethical constraints facing organisations
6. Work effectively in a group on a given task meeting obligations to other group members.

Course outcomes the module contributes to:

BA Business Management

L4.2 Demonstrate an understanding of the functions and processes of business organisations (KU).

L4.3 Explore & evaluate the nature of the interrelationships between internal and external pressures in an organisation within a global context (KU).

L4.6 Communicate effectively, orally and in writing, in a clear and concise manner (KTS)

L4.7 Demonstrate awareness of cultural differences and ethical constraints in both the internal and external organisational environment (GA).

Course outcomes the module contributes to:

BA Entrepreneurship

L4.5 Understand the elements of effective communication, networking and negotiation skills (KTS).

L4.7 Use research techniques applicable both to academic and entrepreneurship practice (KTS).

Indicative syllabus content

Overview of marketing: marketing in different contexts (profit/not for profit), ethical issues in marketing, corporate social responsibility.

- Marketing analysis: Competitors, Environment, and integration to get output from SWOT Matrix
- Marketing research: its importance and role in marketing process, the process of conducting marketing research, overview of different method
- Buyer behaviour: both consumer and organisational, Maslow's hierarchy of needs, segmentation and targeting
- Products as both goods and services: positioning, the product life cycle, the diffusion of innovation, 4Ps 7Ps
- Branding: the difference between products and brands
- Price: the principle pricing methods
- Marketing communications: distribution channels and choices
- Contemporary issues in marketing: e.g. digital, global.

Teaching and learning methods

Teaching will follow the lecture/ seminar pattern for the duration of the semester. When the module is required to run in the summer Programme this may be adapted to block mode delivery.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	12
Total scheduled		48
Structured independent study	Independent	42
Module- and course-based general study	Independent	42
Working on and taking assignments	Independent	68
Independent study	Independent	152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

The assessment for this module consists of two components, a group presentation and an individual report, which are designed to assess students' understanding of and ability to apply the marketing concepts and principles covered in the module and their application to the marketing management process. The assessment is also designed to evaluate

students' ability to communicate the structure information effectively in writing in a report and orally in a group presentation, reflecting workplace practice in real-life organisations. Discussions will be carried out in seminars on the progress of coursework to give students formative feedback throughout the semester.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria

The group presentation assesses learning outcomes:

1. Understanding of principles and current marketing practice and its role in organisations. 4 and 6 (LOs) Ability to communicate and work effectively in a group.

The individual written report assesses learning outcomes:

2. Understanding of the complexities of the marketing environment
3. Ability to collect and analyse data for marketing purposes
4. Awareness and understanding of marketing ethics.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying Set	LOs	Assessment type
<i>Group presentation</i>	25	30	<i>n/a</i>	1, 4 Comms 6 Group	<i>Group presentation (20 minutes)</i>
<i>Report</i>	75	30	<i>n/a</i>	2, 3, 5	<i>Individual report (3000 words)</i>

Synoptic assessment

n/a

Sources

Essential reading list

Core Textbook:

Jobber, D. & Ellis-Chadwick, F. (2013) *Principles and Practice of Marketing*. (7th ed.) Maidenhead, England: McGraw-Hill.

Recommended Textbooks:

Kotler P., Armstrong G., Wong V. & Saunders J.A. (2015) *Principles of Marketing*. (16th ed.) Global edition. London: Pearson.

Hackley, C. (2011) *Marketing: A Critical Introduction*. London: SAGE Publication Ltd.

Hackley, C. (2013) *Marketing in Context: Setting the Scene*. London: Palgrave Macmillan.

Supplementary Journals:

Journal of Marketing

European Journal of Marketing

International Journal of Market Research

Journal of Academy of Marketing Science

Journal of Consumer Research
Journal of Advertising

Supplementary Magazines and Trade Press:

Marketing Week
Marketing
Intel Reports
Advertising Age
Advertising Weekly
The Economist
Campaign

Additional reading will be posted on Blackboard

[Table of Contents](#)

Buyer Behaviour

Module Code	4MARK005W
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment*	Closed book exam (50%), Group Presentation (50%)

***NOTE:** the assessment for this module is subject to change. For an up-to-date information, please check the Summer Programme [webpage](#)

Summary of module content

This module is rich in theory from consumer studies, psychology and sociology explaining why consumers behave the way they do and how marketers can use this information. Both customer and organisational decision-making processes are explored.

Learning outcomes

By the end of the module, the successful student will be able to:

1. Identify the impact and importance of culture, values, beliefs, conventions and other internal and external influences on customers and consumers' decisions.
2. Understand the nature of organisational buying behaviour in today's market
3. Relate theories and concepts of buyer behaviour, product use (goods and services) and consumption to real life examples.
4. Distinguish the differences between B2B and B2C decision-making processes in a wide range of contexts
5. Demonstrate the skills required to work effectively and present in groups well supported ideas in a coherent and professional manner.
6. Explore and reflect on personal capabilities; manage and prioritise own study time to meet set objectives.

Course outcomes the module contributes to:

L4.5 Take responsibility for your own learning, with some guidance, developing strategies for managing study time and meeting deadlines, whilst working individually or in groups (KTS)

L4.7 Identify the impact and importance of culture, values, beliefs, conventions and other internal and external influences on organisations, customers and consumers' decisions. (GA)

L4.9 Understand the internal and external influences on the management of businesses and organisations and their marketing in the global economy (KU)

Indicative syllabus content

Introduction to CB and Decision Making Process; Consumer involvement, Learning; Consumer perception; Consumer Motivation and Emotions; Consumer Attitudes and Personality; Consumer Social Class; Consumer Culture; Group - interpersonal and Situational influences; Organisational buyer behaviour.

Teaching and Learning Methods

There will be lectures, seminars and workshops. This mixture of teaching formats will be using real life examples and case studies to communicate key concepts and techniques. Throughout the course, the importance of effective communications and full interpretation of information will be emphasised. Students are encouraged to use the Internet and other digital media.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	18
Seminar	Scheduled	18
Supervised time in studio/workshop	Scheduled	12
Total Scheduled		48
Placement	Placement	
Structured independent study	Independent	42
Module and course-based general study	Independent	42
Working on and taking assessments	Independent	68
Total independent study hours		152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale*

***NOTE:** the assessment for this module is subject to change. For an up-to-date information, please check the Summer Programme [webpage](#).

This module will include two forms of assessment. These will be able to assess and develop student's ability to work within a group and individually.

Assessment 1 – This will be a group presentation that assesses student's ability to apply buyer behaviour theories to a given business context. Student learning from this assessment will allow them to develop a deeper understanding of the importance of culture, values, beliefs, conventions and other internal and external factors in customers and consumers' decisions.

Assessment 2 – This will be an individual assessment via a closed book examination that will assess student understanding on buyer behaviour theories and contemporary buyer behaviour issues. Student's abilities to distinguish between B2B and B2C buyer behaviour will also be assessed through either theoretical application or through given business contexts.

The assessment for this module has been designed in the full expectation that

formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria

- Student's ability to comprehend how consumers & buyers behave in different contexts, cultures, and consumption and usage situations, both individually, within and across groups.
- Student's ability to analyse and apply consumer behaviour and organisational buying behaviour theory to marketing action in different contexts and usage situations.
- Student's ability to practice active learning, problem solving, and autonomy.
- Student's ability to apply the marketing knowledge and transferable skills required for professional marketers.

Assessment name	Weighting %	Qualifying mark %	Qualifying set	LOs	Assessment type
<i>Group assessment</i>	50	30	n/a	1, 3, 5, 6	<i>Group Presentation</i>
<i>Examination</i>	50	30	n/a	1,2,3,4	<i>End of module closed book (1 ½ hours)</i>

Synoptic assessment

n/a

Sources

Essential Reading

Blythe, J. (2013) *Consumer Behaviour*. (2nd ed.) London: SAGE Publications.

Evans, M., Jamal, A. & Foxall, G. (2009) *Consumer Behaviour*. (2nd ed.) Chichester, England: Wiley Publications.

Buyer behaviour in organisations textbooks will be included.

[Table of Contents](#)

The Power of Brands

Module Code	4MARK006W
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	75% Individual Report, 25% Group Presentation

Special features

Site visits: the students will visit the Museum of Brands.

Note: this visit is subject to change.

Summary of module content

Creating and managing successful brands is a source of competitive advantage to modern organizations. This module provides students with the fundamental understanding of brands, brand positioning and brand portfolio management. It engages students by practical demonstration of the effective use of marketing and branding tools. At the heart of an effective brand strategy, is its seamless integration with the marketing mix. A successful brand plan does not only address how the brand will be communicated but also how it will be protected.

Learning outcomes:

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

- Explain the importance of branding as a marketing tool and its evolution in business practice
- Demonstrate an understanding of brands and brand value over time through the development of brand planning and equity
- Evaluate basic strategies required to develop and communicate a strong brand and to evaluate its performance
- Present and debate brand issues within given scenarios and case studies.

Course Outcomes: an elective does not contribute directly to course outcomes but helps contextualise these.

Indicative syllabus content:

- Evolution of branding in business practice
- Benefits of branding to firms, consumers and intermediaries
- Key brand principles of brand planning and the criteria for evaluating brand performance
- Marketing communication and its role in creating brand equity
- Brands as delivering benefits and meaning to their users; both functional and symbolic

- The concept of customer based brand equity, its development, management and evaluation
- The main concepts of brand strategy and brand positioning
- Examples of leading brands and scenario analysis of consumer perception
- The basic structure and contents of a brand guideline document.

Teaching and Learning Methods:

Contact hours are distributed between lectures and seminars. Lectures will outline and explain the main theories and concepts of the syllabus and be illustrated by examples from current brands and branding practice. Seminars will involve discussion and debate, where students are encouraged to talk about their own brand choices, attachments and habits in order to draw on the concepts introduced in the module. Specific tasks supported by guided reading will be set for each seminar. Guest lecture(s) may be organised to discuss examples of leading brands. Field exercises and trips may also form an integral part of the teaching and learning method, and students may be asked to undertake market research and present findings in class.

Activity type	Category	Student learning and teaching hours
Lecture	Scheduled	12
Seminar	Scheduled	24
Workshops:	Scheduled	12
Total scheduled		48
Independent study	Independent	152
Total student learning and teaching hours		200

Assessment rationale:

The nature of the subject requires the students to work through a case study as part of working in teams to present their ideas. The group presentation and individual report are used to ensure that each individual student has the understanding and underpinning knowledge of the key basic elements of a brand and how branding is used as a marketing tool.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria:

To pass this module, students will need to demonstrate critical understanding of the syllabus, as the assessment will draw on all the learning outcomes. Analytical thought, creativity and good verbal and written expression will be rewarded.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	LOs	Assessment type
<i>Group presentation</i>	25	30	n/a	1,2,3,4	<i>Group presentation (15 minutes)</i>
<i>Individual Report</i>	75	30	n/a	1,2,3,4	<i>Individual report (2000 words max)</i>

The pass mark for this module is 40% with a minimum mark of 30% in the Group Presentation and the Individual Report.

Sources:

Essential Reading

Keller, K (2013) *Strategic Brand Management* (4th Edition - global), Harlow: Pearson

Further Reading

Kapferer, J (2012) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking* (5th Edition) London: Kogan Page.

Marketing (Haymarket)

Marketing Week (Centaur)

Websites:

Brand republic: <http://www.BrandRepublic.com>

Interbrand <http://interbrand.com/>

BrandZ <http://www.brandz.com/output/>

Brand Consultants <http://www.wolffolins.com/>

Marketing Advertising & Design: <http://www.mad.co.uk>

World Advertising Research Centre: <http://www.warc.com>

Chartered Institute of Marketing: <http://www.cim.co.uk/>

The Creative Club www.creativeclub.co.uk

[Table of Contents](#)

Global Business Environment

Module Code	4BUSS001W
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment*	Individual online test (50%), group report (50%)

Summary of module content

The module offers students the opportunity to learn about business organisations, their purposes, structures and governance in a global context. At the same time students will study the cultural differences within and between business organisations and the ethical constraints facing these organisations. As part of the process of learning about business organisations students will learn effective group and leadership skills and develop the skills necessary to structure a coherent report with conclusions linked to evidence.

Learning outcomes

By the end of the module, the successful student will be able to:

1. Understand the internal functions and processes of organisations including their diverse nature, mission and purposes, structures, governance, operations and management
2. Explore & evaluate the nature of the interrelationships between internal and external pressures in an organisation within a global context.
3. Understand the characteristics and dynamics of the external environments that organisations operate within
4. Work effectively in a group on a given task meeting obligations to other group members
5. Recognise, support or be proactive in leadership
6. Structure a coherent argument with conclusions linked to evidence.
7. Be aware of cultural differences within organisations and their environments
8. Show an awareness of ethical constraints facing organisations.

Course outcomes

The module contributes to:

L4.1 - work effectively in a group meeting obligations to other group members while demonstrating an understanding of the characteristics, functions and processes of business organisations and economies in a global context (KU).

Indicative syllabus content

This module is structured in three 'problem' sections (and around three problem or case studies), each of which involves the study of an organisation, both in terms of its internal structure and governance, and in relation to its external operating environment. Examples are:

1. A problem based on a case study of a small local business (for example, the Divine Chocolate Company, a social enterprise based in London)
2. A problem based on a case study of a national business significantly affected by EU policies and regulation (for example, GlaxoSmithKline, GSK)
3. A problem based on a case study of an international/global business affected by the World Trade Organisation's rules and regulations (for example, the HSBC Bank).

Teaching and Learning Methods

This is designed as a problem-based learning (PBL) module combined with a strong blended learning (online) element.

Problem-based learning (PBL) is a student-centred pedagogy in which students learn about a subject through the experience of problem solving. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role class teacher (known as the tutor in PBL) is to facilitate learning by supporting, guiding, and monitoring the learning process.

To make the best use of contact time and to encourage groupwork the module uses a **variant of the 'Flipped Classroom' concept**. The traditional teaching and lecturing is transferred out of class to become an online resource for students to use in their own time. In this module the online resources will be supplemented by a specific lecture programme (particularly 'expert' lectures). The class or workshop time is used exclusively for group based activities.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	12
Total Scheduled contact/ activity hours		48
Structured independent study	Independent	60
Module and Course based general study	Independent	36
Working on and taking assignments	Independent	56
Independent study		152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

- The first problem is designed to focus on a local organisation and the market in which it operates. This will be *formative* work concentrating on developing the skills necessary for students to effectively work in a group, to structure a coherent argument with conclusions linked to evidence.
- The second problem (Coursework 1) is designed to focus on a EU level organisation and the market in which it operates. This should help students understand the characteristics and dynamics of the external environments within which organisations operate. This is the 'in- module' assessment and covers LO's 1,3,4,5,6.
- The third problem (Coursework 2) will explicitly focus on a global organisation and the market in which it operates. The problem will encourage students to explore and evaluate the nature of the inter-relationships between internal and external pressures in an organisation and to develop awareness of cultural differences within organisations and their environments and of ethical constraints facing organisations.
This is the 'end-of-module' assessment and concentrates on LO's 2,7,8.

All three problems have been designed to test the student's ability to:

- Answer online questions designed to encourage the student to reflect on and overcome difficulties in analysing the problem.
- Answer a short online test designed to measure comprehension of the theories useful in analysing the problem
- Work with up to four other students to produce a coherent evidence based report.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria

Students will be assessed on:

Individual online tests:

- accuracy and coherence of knowledge-based answers.

Group Reports:

- evidence of research relevant to the problem
- provision of an appropriate range of supporting evidence (including relevant data)
- evidence of application of relevant theory
- development of a structured argument with conclusions linked to evidence
- use of specified referencing style to acknowledge sources
- ability to provide focused and well-structured written answers to the problem questions.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying Set	LO's	Assessment type
Problem 1	<i>Formative</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>Individual online test (50%) + group report (50%)</i>
Coursework 1	25	30	A	1,3,4,5,6	<i>Individual online tests</i>
Coursework 2	25		A	1,3,4,5,6	<i>Group report (2,000 words)</i>
Coursework 3	25	30	B	2,7,8	<i>Individual online tests</i>
Coursework 4	25		B	2,7,8	<i>Group report (2,000 words)</i>

Synoptic assessment

This module integrates and synthesizes student learning through its emphasis on studying organisations using a holistic approach.

Sources

Books:

Harrison, A. (2013) *Business Environment in a Global Context*. (2nd ed.) Oxford: Oxford University Press.

Worthington, I. & Britton, C. (2009) *The Business Environment*. (6th ed.) Harlow: Financial Times/ Prentice-Hall.

Essential Reading List

Custom Textbook. This publication will be designed by the module team and contain chapters from published texts along with specific material written by the module team focused on the three problems.

[Table of Contents](#)

People and Organisations

Module Code	4HURM005W
Module Level	4
Length	Session Two, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment*	Essay (75%), Reflective Piece of Writing (50%)

Summary of module content

The course is designed as an introduction to the subject of Organisational Behaviour, which helps people in organisations to have a better understanding of factors that influence behaviour. It aims to improve self-understanding and also understanding of the behaviour of other people. The module draws on insights and research from Organisational Behaviour (specifically from the Psychological and Sociological parts of Organisational Behaviour) and more widely from the social sciences to explore a number of topics, enabling us to be more reliable and rigorous than using only “common sense” understandings of behaviour. The module highlights some areas of difference and diversity that we are likely to encounter in many contemporary organisations.

Learning outcomes

By the end of the module, the successful student will be able to:

1. Explain how organisations operate and the importance of organisational structures, and the important role of people and their behaviour within organisations;
2. Apply given business tools accurately under direction to a well-defined problem and begin to appreciate the complexity of the issues;
3. Communicate effectively, orally and in writing, in a clear and concise manner using a range of media which are widely used in business;
4. Reflect on the group outcome and process to improve personal performance within team working environment;
5. Explore and reflect on personal capabilities as defined in the personal development planning process;
6. Evaluate personal critical thinking skills in order to become a self-motivated and independent learner.

Course outcomes

The module contributes to:

L4.2 Demonstrate an understanding of the functions and processes of business organisations (KU)

L4.3 Explore & evaluate the nature of the interrelationships between internal and external pressures in an organisation within a global context (KU).

L4.6 Communicate effectively, orally and in writing, in a clear and concise manner (KTS).

L4.7 Demonstrate awareness of cultural differences and ethical constraints in both the internal and external organisational environment (GA).

L4.5 Understand the elements of effective communication, networking and negotiation skills (KTS).

Indicative syllabus content

Introduction to Organisational Behaviour and its value in understanding organisations and people within them;

- Learning theory and an Introduction to Higher Education Learning;
- Communication
- Group Behaviour and group working;
- Leadership and Followership
- Organisational Structures
- Motivation and individual differences;
- Personality and individual differences;
- Perception and Equity;
- Stress and Resilience.

Teaching and Learning Methods

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	12
Total Scheduled		48
Structured independent study	Independent	42
Module and Course based general study	Independent	42
Working on and taking assignments	Independent	68
Independent study		152
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

The assessment is designed to give students useful feedback on an initial piece of work that is not heavily weighted so that improvements can be gained in the final assessment. It is also designed to develop the student's ability to self-evaluate and reflect, and to develop the student's critical and creative thinking

and effective communicating skills, in particular in relation to essay writing.

The first piece of assessment will measure the extent to which students can:

- Explain why organisational behaviour is an important area of study;
- Outline the differences in learning styles and approaches using theoretical models;
- Demonstrate a knowledge of group dynamics and processes.

The second piece of assessment will measure the extent to which students can:

- Show a knowledge of different structures within organisations and consider the impact of these on those working within them;
- Describe and apply some of the organisational behaviour theories and writers, which have influenced our thinking about individuals in organisations, for example in relation to perception, stress, motivation and personality;
- Articulate different leadership styles and the dynamics between leaders and followers.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria

The assessment will look at to what extent the student has demonstrated an ability to:

- Outline relevant concepts/ideas and theories covered from the field of organisational behaviour;
- Demonstrate relevant knowledge from reading and research in organisational behaviour;
- Write clearly, effectively and concisely in an essay format and use sources/references appropriately;
- Reflect on personal experiences to understand and elaborate on concepts/theories presented.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	LOs	Assessment type
<i>Reflective piece of writing</i>	25	30	n/a	1,2,3,4,5,6	<i>Reflective writing (1000 words)</i>
<i>Essay</i>	75	30	n/a	1,2,3	<i>Essay (3000 words)</i>

Synoptic assessment

Not applicable.

S Learning Futures: Graduate Attributes HRM degree course objectives

UG Business portfolio objectives

Essential Reading List

Blosi, W., Cook, C. & Hunsaker, P. (2007) *Management and Organisational Behaviour*. (2nd European ed.) Maidenhead, UK: McGraw-Hill.

Bratton, J., Sawchuk, P., Forshaw, C, Callinan M. & Corbett, M. (2010) *Work and Organizational Behaviour: Understanding the Workplace*.(2nd ed.) Basingstoke, England: Palgrave Macmillan. Buelens, M., Sinding, K. & Waldstrom, C. (2011) *Organisational Behaviour*. (4th ed.) Maidenhead, England: McGraw-Hill Education.

Huczynski, A. & Buchanan, D. (2010) *Organizational Behaviour: An Introductory Text*. (7th ed.) London: Financial Times/ Prentice-Hall.

King, D. & Lawley, S. (2013) *Organizational Behaviour*. Oxford, England: Oxford University Press.

[Table of Contents](#)
