



Semester 1

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Course Unit Code

UCIL20211

Semester 1



Michael Garrett, Tim O'Brien, Matthew Cobb and David Kirby

Schools of Physics and Astronomy, Biological Sciences, and Centre for the History of Science, Technology and Medicine

10 Credits

Level 2

ARE WE ALONE? THE SEARCH FOR EXTRATERRESTRIAL LIFE

OVERVIEW

The question of whether we are alone in the Universe is one of the most fundamental that humankind can ask. If we are truly alone, does this mean that we are in some way special? If there are other civilisations out there, do they look and think like us? Would we be able to recognise their signatures and communicate with them?

This unit introduces the astrophysical, biological and social factors that influence the probability of the emergence of long-lived, intelligent, technical civilisations. It explores the signatures that might reveal advanced civilisations and the new instruments currently under development that will enable future searches.

If we are not alone, we need to consider dissemination strategies, legal issues associated with first 'contact', the construction of interstellar messages, and the implications for society and culture in terms of global politics, the world economy, theology, art, literature and science.

The unit provides a comprehensive overview of the most recent developments in the search for life and intelligent civilisations, elsewhere in the Universe. It also discusses issues such as the sustainability of humankind and our own possible futures. Are the challenges we face the same that all long-lived technical civilisations must also face and overcome?

This is a new, flagship unit, which will be delivered online and includes contributions from leading researchers located in Manchester and around the world.

The unit is delivered entirely via Blackboard and is made up of 10 x online modules, which will be released at intervals. It is highly interactive and adopts a blend of approaches including video inputs, and case studies.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the topic and the way a wide variety of different disciplines contribute to it
- Understand how a multi-disciplinary approach can lead to progress
- Reach a level of competence that permits students to make their own contribution to the field, drawing on their own field of study, expertise and experience

ASSESSMENT

1. Ongoing, end of module assessments (30%)
2. 2 x written assignments (70%)

BECOMING AN INSPIRATIONAL INDIVIDUAL

OVERVIEW

This unit investigates and explores what makes certain people successful - from all walks of life, such as business, sport and music. Then, through practice and theory, we seek to identify key traits and skills from these inspirational people that can be applied to our everyday lives to make us more successful as individuals.

The unit aims to provide an understanding of what 'inspiration' is and why successful people inspire us. It asks if inspirational individuals can be created or are they born with the innate sets of skills that make them successful?

Students will be enabled to assess their own strengths, weaknesses, opportunities and threats, to better understand what is driving them to be the person they could be. Students will use this understanding to create a positive Roadmap to reach their goals.

This unit forms part of the **Manchester Enterprise Challenge (pg 52)**.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand how inspirational individuals have harnessed key traits, behaviour characteristics and skills to make them successful
- Understand and apply key theoretical models to identify traits that relate to inspirational individuals
- Plan and undertake a programme of personal development based around individual learning requirements
- Communicate effectively by presenting ideas, evidence and arguments clearly, logically and accurately in a range of formats

ASSESSMENT

1. 2 page infographic (0%)
2. Group presentation (50%)
3. 2000 word individual self-development Roadmap (50%)

Course Unit Code

UCIL21331

Semester 1



Jonathan Styles

Alliance Manchester Business School

10 Credits

Level 2

Course Unit Codes

UCIL33201 (10 Credits)

UCIL33501 (20 Credits)

Semester 1



Vladimir Jankovic

Centre for the History of Science, Technology
and Medicine

10 & 20 Credits

Level 3

CLIMATE CHANGE AND SOCIETY

OVERVIEW

Why does climate change policy, despite attracting a worldwide interest, remain a disappointment? Is it because the world is not working hard enough to implement existing climate policies, or because the issue is so difficult that no amount of good work will be sufficient to control the rising greenhouse emissions?

This unit explores why climate change has attracted so much public, political and economic attention during the last 50 years. Is climate change changing everything? Is it changing anything? The unit covers the issue from various perspectives: scientific, cultural, political, economic and media. It explores the role of science, the function of politics, and the promise of industry to bring the problem under control and to the fore of public policy. It further analyses how climate change features in the public sphere and whether the media works to be transparent in conveying scientific knowledge.

The unit suits students of all academic backgrounds, including humanities students, who are keen to use creative approaches to think about today's environmental issues.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Use theories, methods and skills to study climate change from different historical, cultural and social perspectives
- Understand the scientific foundation and key concepts that underlie global climate change
- Analyse key elements of climate policy and the politics of climate negotiation
- Understand how environmental issues emerge as social problems that require policy measures
- Develop the ability to understand policy, public and economic statements regarding climate change regime

ASSESSMENT

10 Credits

1. 1500 word essay (50%)
2. Exam (40%)
3. Oral presentation (10%)

20 Credits

1. 1500 word essay (25%)
2. Exam (25%)
3. Oral presentation (10%)
4. 3500 word project report (40%)

COMMUNICATING WITH CONFIDENCE

OVERVIEW

Jerry Seinfeld, the American actor, comedian, director, writer and producer, famously said that people would rather be the subject of a eulogy than have to deliver one! Whether this is true of you or not, your ability to communicate, and to do so with confidence and impact, will have a significant influence on your success in life, both personally and professionally.

This unit starts from the belief that we all have a unique ability to communicate with charisma and impact, and that this ability can be developed and learnt. Drawing on theories from biology, psychology, sociology, anthropology and on techniques from the world of theatre and acting, the unit will support participants in learning how to manage nerves, communicate effectively and to engage with a wide variety of audiences.

The unit is a very interactive and practical one and participants will learn by doing and by sharing the learning, as well as through group, and individual, tuition. The learning process will be tailored to the needs and experiences of the students, who will work towards producing a performance that allows them to put into practice the skills that they have learnt during the unit.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the relationship between cognition, body language, speech and impact upon an audience
- Show an awareness of research in the field of communication and confidence
- Appreciate their strengths, and areas for improvement, within their own personal communication style
- Show enhanced confidence in challenging situations, such as job interviews, negotiations, and influencing an audience
- Understand how to manage anxiety
- Have an awareness of how to prepare for and succeed in interview situations

ASSESSMENT

10 Credits

1. 12 minute presentation (50%)
2. 2000 word reflective essay (50%)

20 Credits

1. 12 minute presentation (25%)
2. 2000 word reflective essay (25%)
3. 3500 word research project report (50%)

Course Unit Codes

UCIL21301 (10 Credits)

UCIL21341 (20 Credits)

Semester 1



Elaine Clark

Alliance Manchester Business School

10 & 20 Credits

Level 2

Course Unit Codes

UCIL20111 (10 Credits)
UCIL20131 (20 Credits)

Semester 1



Sharon Kinsella

School of Arts, Languages and Cultures

10 & 20 Credits

Level 2

CORE THEMES IN ANIMATION AND VISUAL CULTURE OF POST WAR JAPAN

OVERVIEW

This unit introduces students to the most influential and well-recognised works of Japanese animation, together with related live action films that are connected to the evolution of animation. The unit begins with the early origins of post war animation and 'monster film' in the 1950s and traces their development and expansion into a major media from the 1980s to the 2000s.

The unit provides students with an understanding of the key themes and genres of film and animation made in Japan in the post war period. It introduces the major themes of the recent cultural history of Japan: war and national recuperation, gender conflict, environmental crisis, technology, and social atomisation and loneliness - and enables students to analyse cultural problems and dynamics in contemporary Japan in an informed and critical way.

Each week there will be full screenings of a film or animation OVA (film length versions) followed by group discussion of the film in relation to readings. Students on the 10 credit unit will select five out of 11 screenings/discussions, covering a selection of themes.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the key themes of animation and contemporary culture in post war Japan
- Have a critical understanding of key concepts related to the study of animation and film in contemporary Japan
- Understand cultural themes within animation and related media and social discussion
- Develop the skills for independent source gathering and essay writing

ASSESSMENT

10 Credits

1. Participation in 5 seminars (5%)
2. 500 word essay plan and bibliography (25%)
3. 1800 word essay (70%)

20 Credits

1. 10 minute class presentation (600-1000 words) (10%)
2. Participation in 10 seminars (10%)
3. 1200 word essay plan and bibliography (20%)
4. 2500 word essay (60%)

ESSENTIAL ENTERPRISE

OVERVIEW

Commercial acumen, regardless of subject discipline, is essential for anyone who aspires to succeed in the world of business, or who wishes to understand the importance of enterprise in society. The philosophy behind this unit is to help students to think like a business professional - in many situations, there is not a 'right or wrong' answer.

Students will explore the principles that are key to success in enterprise. The unit will examine aspects of enterprise that support a range of different organisations, from business to charities, in order to understand how these create and deliver value to their customers. Topics include how the enterprise is organised, the assessment of technology, marketing, finance and risk factors. Students will develop their information search and analysis skills by investigating existing companies, their products and services.

This unit aims to support graduate employability through improving awareness and understanding of key business and enterprise principles.

This unit forms part of the **Manchester Enterprise Challenge** (pg 52).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Explain key business principles that inform contemporary business practice
- Analyse elements of value creation across different organisations
- Evaluate how innovation may be used to develop new, improved products and services
- Research and create a structured report
- Reflect on how the enterprise principles discussed in the unit will help with future learning and/or with future professional practice

ASSESSMENT

1. 750 word formative Individual Report (0%, optional but advised)
2. 2500-3000 word Individual Business Report (100%)

Course Unit Code

UCIL22001

Semester 1



Lee Webster

Alliance Manchester Business School

10 Credits

Level 2

Course Unit Codes

UCIL20331 (10 Credits)
UCIL20081 (20 Credits)

Semester 1



Pratik Chakrabarti

Centre for the History of Science, Technology
and Medicine

10 & 20 Credits

Level 2

FROM CHOLERA TO AIDS: A GLOBAL HISTORY OF EPIDEMICS

OVERVIEW

This unit covers the global history of epidemics, starting from the outbreaks of cholera in the 1830s in Asia, Africa, Europe and America to the 21st century history of HIV/AIDS and Ebola. It brings together insights from history, medicine, public health, bacteriology and economics.

The unit enables students to understand the wider and deeper social, economic, political and cultural histories that lead to disease and mortalities. Students will investigate why, in the contemporary world, some countries are relatively free from epidemics while others continue to suffer from them. They will identify the larger structural factors, such as the economy, trade, labour movements, gender and class, that lead to epidemics and see that disease is often caused by global inequality and poverty. The unit will also analyse the experiences of communities and individuals living in the time of epidemics.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Analyse the history of epidemics within a global context of movements of people, ideas and commerce
- Understand the complex historical relations between epidemic disease outbreaks and the particular cultural, social and political context
- Understand the everyday experiences of those living in the time of epidemics

ASSESSMENT

10 Credits

1. 1500 word essay (50%)
2. Exam (50%)

20 Credits

1. 1500 word essay (25%)
2. Exam (25%)
3. 3000 word project report (50%)

FROM SHERLOCK HOLMES TO CSI: A HISTORY OF FORENSICS

OVERVIEW

We all know what a crime scene looks like today – hooded, white-suited investigators carefully searching for trace evidence from behind police tape. But what do we know about its history? What did a crime scene look like a century ago, and what happened in it?

Through a historical perspective, students will look at a wide range of forensic investigation techniques. From lie detectors and DNA 'fingerprinting' to detective fiction, newspaper reports of murder trials, and present-day TV forensic dramas; students will investigate who makes claims to forensic truth and what tools and techniques they use to arrive at that conclusion.

The unit investigates the growing literature on the legal application of medical and scientific expertise; contextualises contemporary understandings of and interest in forensics and its popular representations, and considers the history of forensics as a practical example of the dynamics of public understanding of science.

This unit does not require prior scientific, legal or historical knowledge; just a curiosity about styles of forensic investigation, past and present.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Show an understanding of historical developments in 19th and 20th century forensic medicine and science
- Understand the social, institutional and technical foundations for specific forensic techniques
- Consider the sources of debate in the medical, scientific, legal and public domains concerning the credibility of forensic evidence
- Understand the historical impact of popular representations of forensics
- Take part in informed discussions

ASSESSMENT

10 Credits

1. 1500 word essay (50%)
2. Exam (50%)

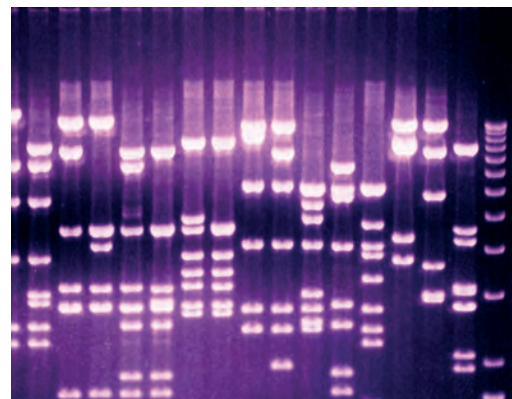
20 Credits

1. 1500 word essay (25%)
2. Exam (25%)
3. 3000 word project report (50%)

Course Unit Codes

UCIL32011 (10 Credits)
UCIL32511 (20 Credits)

Semester 1



Ian Burney

Centre for the History of Science, Technology
and Medicine

10 & 20 Credits

Level 3

Course Unit Code

UCIL22501

Semester 1



Susan Brown

School of Environment, Education and
Development

10 Credits

Level 2

GLOBAL CITIZENSHIP AND SUSTAINABILITY

OVERVIEW

This unit adopts an intercultural approach to 'global citizenship' and sustainability in an interconnected world. Students will work with knowledge from their own subject and from the fields of fellow students in other disciplines to gain deeper interdisciplinary and cultural understandings of complex global challenges and how we can respond to these challenges.

The unit reflects on what constitutes an ethic of care for a world in which our lives are inextricably linked to the lives of people across the globe, to nature that sustains us, and ultimately to future generations. Students will work to understand complex global challenges, and how those challenges are evidenced at a local level. Students will also critically reflect on varied perspectives of global challenges, their own and those of others, and how such perspectives are reflected in textual (written and pictorial) sources and in action.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the interconnections, complexity and multileveled nature of global, sustainability related issues
- Collect, collate, compare and synthesise perspectives on key global issues
- Identify perspectives that are absent from any representation of a key sustainability issue and consider potential reasons for this
- Reflect on the perspectives of those in different parts of the world and in different cultural contexts
- Analyse ways in which global issues are communicated and discussed in mainstream news and social media
- Design a small-scale exploratory research project on a selected global issue

ASSESSMENT

1. 300-350 word written appraisal of a corporate social responsibility policy (30%)
2. 10 minute digital presentation (70%)

INTRODUCTION TO BRITISH SIGN LANGUAGE - PART 1

OVERVIEW

This unit gives students a basic knowledge of British Sign Language (BSL), together with practice in signing, so that they are able to participate in simple every day communication with members of the deaf community. In addition, students will learn about deaf awareness and deaf culture.

The unit will be of particular value for students seeking a career in health or education, or for those who have contact with deaf people through work, friends or family. It will also be of intrinsic interest to linguists. The unit does not lead to a formal vocational qualification, but students who successfully complete it may register with the Manchester Deaf Centre to take the Signature 101 (this is the first part of the Signature BSL Level 1. Note that this is optional; it is an external examination, which will incur a fee and will not replace the assessment of this unit).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand short, simple messages in BSL
- Make themselves understood using BSL in simple, routine situations
- Demonstrate an ability to use a basic vocabulary and simple grammar
- Be aware of current issues relating to the deaf community
- Communicate at a level equivalent to Level A1 of the Common European Framework

ASSESSMENT

1. Conversation (30%)
2. Presentation (25%)
3. Comprehension test (25%)
4. 750 word reflective report (20%)

Course Unit Code

ULBS20011

Semester 1



Maria Kluczek and Sadia Grabham

University Language Centre

10 Credits

Level 2

Course Unit Code

UCIL10201

Semester 1



Wendell Kimper

School of Arts, Languages and Cultures

20 Credits

Level 1

LANGUAGE, MIND AND BRAIN

OVERVIEW

How do young children acquire language so easily? What role do social structures play in the development of language? How are writing and reading different from speaking and listening? This unit addresses these questions and explores the cognitive underpinnings of human language.

The unit introduces students to the foundational concepts in the study of language from a cognitive perspective. We will explore questions that are still a matter of debate in the field, critically examining both evidence and arguments. Students will come away with a deeper understanding of how language works, some of the principles governing the complex interactions between language and other cognitive dimensions (such as attention, perception, and thought), and a basic understanding of how language functions in the brain.

Along the way we'll examine evidence from babies, chimpanzees and other animals, the birth of new languages, perceptual illusions, stroke patients, experiments on the influence of alcohol on speech and of swearing on pain, together with modern brain imaging techniques.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the role of the brain in developing and using language
- Identify the differences and similarities between language and other communication systems
- Recognise and understand the key arguments surrounding issues such as modularity of mind
- Support an argument using evidence and reasoning
- Critically assess scholarly and scientific claims and the arguments supporting them
- Compare competing hypotheses and bring evidence to bear in selecting between them
- Read and interpret scientific articles
- Write brief essays providing evidence and reasoning in favour of a scientific claim

ASSESSMENT

1. 500 word written exercise (10%)
2. 500 word written exercise (20%)
3. 1000 word written exercise (50%)
4. Quizzes (5%)
5. Seminar participation (10%)
6. Participation in a linguistic experiment (5%)

LEADERSHIP IN ACTION (MLP)

OVERVIEW

The Leadership in Action units aim to help students understand what it means to be a leader in the 21st century. They explore complex current problems and ask: How does change happen? Who makes it happen? And what does that tell us about leadership and how we do it?

These units will equip students with the tools to critically evaluate models and approaches to leadership and to apply these to a range of 21st century complex and wicked problems: such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also explore the relationship between contemporary issues and the practice of leadership and help students to develop a toolkit of transferable skills that will boost their employability.

Students will hear from leaders who are influencing change in the world around us, including some of the University's leading academics and high profile leaders from the public, private and voluntary sectors. Apart from the core leadership lectures, each semester's lecture programme is different.

The Leadership in Action Units are part of the **Manchester Leadership Programme (MLP) (pg 51)**. Students who successfully complete an LIA unit and 20, 40 or 60 hours of approved volunteering will be awarded the prestigious Manchester Leadership Programme (Bronze, Silver or Gold).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand and critically evaluate different models and theories of leadership
- Relate these models and theories to personal practice
- Identify ways in which leaders influence change
- Develop reflective learning skills through the application of models and theories to personal context
- Appreciate how to apply leadership skills in an academic and occupational context
- Understand the styles, preferences and tendencies of others and how these impact upon management and employability

ASSESSMENT

10 Credits

1. ePoster group project proposal (0%, but mandatory)
2. ePoster group project - 3000 words and bibliography (50%, includes peer assessment)
3. 3 x Assessed online discussions - 600 words per discussion (40%)
4. Online Multiple Choice Test (10%)

20 Credits

1. ePoster group project proposal (0%, but mandatory)
2. ePoster group project - 3000 words and bibliography (25%, includes peer assessment)
3. 3 x Assessed online discussions - 600 words per discussion (20%)
4. Online Multiple Choice Test (5%)
5. Two stage Project Proposal (0% but mandatory)
6. 3500 word project report (50%)

Course Unit Codes

UCIL20021 (10 Credits)
UCIL20020 (20 Credits, two semesters long)

Semester 1



Mark Batey, Sian Yeowell and guest lecturers including leaders from the public, private and voluntary sectors

Student Development and Community Engagement Division

10 & 20 Credits

Level 2

Course Unit Code

UCIL20031

Semester 1



Mark Batey, Sam Hemsley and contributors including leaders from the public, private and voluntary sectors

Student Development and Community Engagement Division

10 Credits

Level 2

LEADERSHIP IN ACTION ONLINE (MLP)

OVERVIEW

Leadership in Action units aim to help students understand what it means to be a leader in the 21st century. The units explore complex current problems and ask: How does change happen? Who makes it happen? And what does that tell us about leadership and how we do it?

These units will equip students with the tools to critically evaluate models and approaches to leadership and to apply those to a range of 21st century complex and wicked problems: such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also explore the relationship between contemporary issues and the practice of leadership and help students to develop a toolkit of transferable skills that will boost their employability.

Students will hear from leaders who are influencing change in the world around them, including some of the University's leading academics and high-profile leaders from the public, private and voluntary sectors.

The Leadership in Action Online unit is delivered entirely via Blackboard. Students work through 10 online learning modules, released at intervals through the semester. Each uses a range of bespoke video inputs, case studies, and interactive eLearning activities designed to enhance students' learning and understanding.

Students who successfully complete a Leadership in Action unit and 20, 40 or 60 hours of approved volunteering will be awarded the prestigious

Manchester Leadership Programme (MLP) (pg 51)
(Bronze, Silver or Gold).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand and critically evaluate different models and theories of leadership
- Relate these models and theories to personal practice and context
- Identify ways in which leaders influence change in a range of contexts
- Develop reflective learning skills through the application of models and theories to personal context
- Critically evaluate different leadership approaches to social, economic and environmental sustainability
- Appreciate how to apply leadership skills in an academic and occupational context
- Understand the styles, preferences and tendencies of others and how these impact upon management and employability

ASSESSMENT

1. 1500 word script of a presentation for a specific audience. Choice of tasks with common question focused on leadership (50%)
2. 2 x Assessed online discussions - 600 words per discussion (40%)
3. Online Multiple Choice Test (10%)

LEADERSHIP OF LEARNING

OVERVIEW

Through a placement in a Manchester school, this unit gives students the opportunity to support the learning of the children and young people they meet and, simultaneously, further their own learning through completing a weekly reflective learning journal, and one or two related assignments.

Students will share and learn from others about their differing beliefs and understandings about education, and the complexities of their experiences of working in their placement schools.

Students will also develop their understanding of the English education system; their professional skills through working alongside professionals and pupils in schools; and their critical reflective skills through using a provided critical framework. Other skills include communication, problem solving, planning, management, observation, analysis and self-evaluation. The unit also gives students knowledge and understanding of many aspects of leadership and professionalism.

Please note: Attendance at Leadership of Learning seminars is mandatory. Students should not enrol onto the unit unless they are able to attend all of the seminars.

Please see UCIL Leadership of Learning website page for further details about eligibility and requirements for this unit.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Explain the principles and application of effective teaching and reflective practice
- Plan and assess learning
- Develop and maintain professional working relationships with teachers and other colleagues
- Establish trusting and supportive relationships with groups of school pupils
- Practise professional skills such as reflective practice that will help in future professional learning
- Explain how teachers take practical account of diversity, and promote equity and inclusion in the classroom

ASSESSMENT

10 Credits

1. 2000 word written assignment on reflective practice (100%)

20 Credits

1. 2000 word written assignment on reflective practice (50%)
2. 2000 word written assignment on leadership (50%)

Course Unit Codes

UCIL20001 (10 Credits)
UCIL21001 (20 Credits)
UCIL21000 (20 Credits, two semesters long)

Semester 1



Sue Goldrick, Colin Mills, Pauline Prevett and guest speakers from local schools

School of Environment, Education and Development

10 & 20 Credits

Level 2

Course Unit Codes

UCIL10221 (10 Credits)

UCIL10721 (20 Credits)

Semester 1



Simone Turchetti, Matthew Cobb and Ray Macauley

Centre for the History of Science, Technology and Medicine, and School of Biological Sciences

10 & 20 Credits

Level 1

SCIENCE AND THE MODERN WORLD

OVERVIEW

What is science? And why does science have such authority in our society and culture? You don't have to be Einstein to find an answer!

This unit explores the place of science in human affairs using examples from past and present. It uses non-specialist vocabulary to help us understand why we trust scientists and where that reliance comes from historically. It also invites students to reflect critically on the methods scientific experts use and the influence they exercise in the modern world.

Through a variety of case studies showing scientists at work, this unit analyses their ambitions, successes and the controversies that their research created. A variety of resources, from scientists' writings to literature and film, will be used to introduce humanities and science students to different ways of understanding science in the past and the present.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Appreciate the complexity of the modern sciences in the broad context of their historical development
- Understand a range of ways of thinking about the sciences, contemporary society and the relationships between them
- Reflect critically on the role of the sciences in modern culture
- Develop their communication and group-working skills

ASSESSMENT

10 Credits

1. 1000 word essay (50%)
2. Exam (50%)

20 Credits

1. 1000 word essay (25%)
2. Exam (25%)
3. 3000 word independent project report (50%)

SCIENCE, TECHNOLOGY AND DEMOCRACY

OVERVIEW

Why are the findings of some scientific studies suppressed by powerful companies? Who should make decisions about the classification of illegal drugs or the safety of a new technology? Why do nations choose to spend such large sums of money on fundamental science?

This unit explores the changing role of the State in science and technology in Western developed societies such as the UK and USA. It analyses key science and technology policy and looks at wider issues such as: efforts to improve public engagement in decisions about science and technology; initiatives to encourage more responsible research and innovation; and current debates about the apparent rise in fraud and misconduct in science. It also explores concerns on the part of some scientists that many (perhaps most) published scientific findings are in fact false.

The issues explored in this unit are critical to citizenship in a modern science and technology based democracy, yet they rarely surface in undergraduate science or engineering education. At the same time, non-scientists studying social science or humanities subjects are seldom asked to apply insights from their disciplines to the place of science and technology in modern society.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand how the State became involved in funding science, and associated debates
- Show an awareness of the complexity of the 21st century scientific enterprise and its globally distributed nature
- Show an appreciation of science policy and its key challenges
- Have an understanding of the wider role played by science in political, economic and ethical debates
- Appreciate the 'bigger' picture of contemporary S&T and understand how we have come to this position

ASSESSMENT

10 Credits

1. 2000 word essay (60%)
2. Either a two-page policy brief or a 600-800 word blog post on a current science policy issue (40%)

20 Credits

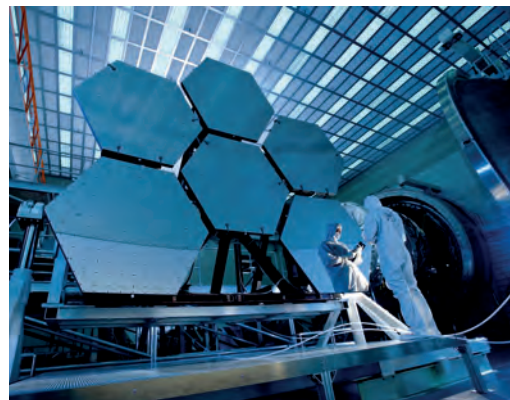
1. 2000 word essay (30%)
2. Two-page policy brief or a 600-800 word blog post on a current science policy issue (20%)
3. 5000 word supervised extended essay project on a science-democracy issue (50%)

Course Unit Codes

UCIL24141 (10 Credits)

UCIL24151 (20 Credits)

Semester 1



Kieron Flanagan

Alliance Manchester Business School

10 & 20 Credits

Level 2

Course Unit Codes

University Language Centre Codes

Semester 1



University Language Centre

10 & 20 Credits

Level 1

LEARN A LANGUAGE

OVERVIEW

The advantages of learning a new language are clear. Students can enhance their employability, develop cross-cultural understanding, and become better learners.

Through UCIL, students can study a language at an introductory or beginners level. Beginners units (20 credits) are available in the following languages: French, German, Spanish, Italian, Japanese, Chinese and Arabic and are two semesters long. In addition eight other languages are available at an introductory level (10 credits). Visit the University Language Centre website to find out more and to apply:

<http://www.languagecentre.manchester.ac.uk/learn-a-language/courses-for-students/>

LEARNING OUTCOMES

Upon successful completion of the units, students should be able to:

- Handle some of the basic grammatical structures of the language
- Communicate orally in a limited number of social contexts and perform at Level A1 (Speaking and Listening) of the Common European Framework

ASSESSMENT

Usually includes a written, speaking and listening test.

See University Language Centre website for details of the assessment for each unit.







Semester 2

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Course Unit Code

UCIL20122

Semester 2



Caroline Jay, Andy Brass and Iliada Eleftheriou

Schools of Computer Science and Health
Sciences

10 Credits

Level 2

AI: ROBOT OVERLORD, REPLACEMENT OR COLLEAGUE?

OVERVIEW

Artificial intelligence (AI) – the ability of machines to learn from data, make decisions and perform actions – is now creeping into every aspect of our lives. Using a series of case studies, we will consider the science behind the headlines to help students develop an informed opinion regarding the complexities of the use of AI in society.

This unit will demystify AI, explaining how it works, and demonstrating its limitations. It aims to equip Manchester graduates from all disciplines with an understanding of the impact this technology currently has, the way this is likely to change in the future and, crucially, the ability to grasp the opportunities it brings, whatever their chosen career.

Students will work alongside students from a wide range of disciplines, to understand the benefits and opportunities AI offers now, and how this might change in the future.

This is a new, flagship unit, which will be delivered via Blackboard. It is made up of online modules, which will be released at intervals. The unit is highly interactive and adopts a blend of approaches including video inputs, and case studies.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Have an understanding of how AI works from a conceptual perspective
- Have the ability to think computationally – to be able to formulate a problem in such a way that a computer can tackle it
- Be able to apply AI in an innovative and socially responsible way to ensure that as 'human-computer integration' becomes tighter, technology is used to improve the way we work and live

ASSESSMENT

1. Essay (70%)
2. Group case study analysis (20%)
3. Project - Use of a simple analysis toolkit on a 'big data' problem (10%)

THE ART OF ENTERPRISE

OVERVIEW

This unit addresses the 'art of enterprise': the activities needed in order to make things happen. Turning ideas into innovation doesn't happen by accident – it requires an organised and systematic process of managed change in order to take ideas forward to reality.

The unit focuses on five key areas: innovation, creativity, characteristics of creative and innovative organisations, enterprising competences and organisational learning. These topics enable students to develop an appreciation of the wide range of perspectives that contribute to the identification and creation of good ideas and to their development within the operational arena of a business.

Good ideas, opportunity spotting and the ability to innovate are vital for any organisation in any discipline. We explore the areas of history, music, art and the natural world in order to appreciate the diversity and range of ideas and their related opportunities. Students will use the entrepreneurial management model to assess the importance of creating synergy between the entrepreneurial aspects of an organisation and the managerial aspects.

This unit will expand students' appreciation of the working environment whilst developing the practical skills that employers are demanding. Students will appreciate the nature of creating value with innovative approaches to business thinking and practices. The assessment allows them to apply their learning to a business of their choice.

This unit forms part of the **Manchester Enterprise Challenge (pg 52)**.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Appreciate the process of idea generation, evaluation and creating value for both entrepreneurs and organisations
- Recognise the variety of internal and external forces impacting on businesses today, both in the profit and not for profit sectors
- Review the relationship between creativity, innovation, management and entrepreneurship within an organisation
- Critically evaluate the role creativity and its models play in the value creation process
- Demonstrate analytical, problem solving, teamwork and critical skills
- Demonstrate written and oral presentation and communication skills

ASSESSMENT

1. 4000 word essay (100%)

Course Unit Code

UCIL24002

Semester 2



Lynn Sheppard and Catherine Casson

Alliance Manchester Business School

10 Credits

Level 2

Course Unit Code

UCIL21202

Semester 2



Caroline Bowsher, Rebecca Bennett, Matthew Cobb and Catherine Walton

Schools of Biological Sciences, Law, and Earth and Environmental Sciences

10 Credits

Level 2

BIOETHICS : CONTEMPORARY ISSUES IN SCIENCE AND BIOMEDICINE

OVERVIEW

Should active euthanasia be prohibited? What makes life valuable? Should we be attempting to eradicate disability? Should we prohibit genetic modification or gene editing? Is it morally acceptable to use animals and humans for scientific research?

Bioethics identifies, defines and examines ethical questions raised by developments in biological and medical research, drawing on a range of disciplines in terms of approach, methodologies and knowledge.

This unit provides a stimulating, engaging and structured overview of ethical issues in the life sciences. It enables students to develop their knowledge of this area and their skills in analysis and critical thinking, and to explore these issues with confidence to come to a position that they can justify and defend convincingly.

The unit consists of focused, engaging and accessible online material, to guide students through a variety of, often controversial, bioethical questions, supported by informal discussion seminars.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand a range of contemporary ethical issues in science and biomedicine
- Develop skills in analysing bioethical arguments
- Develop skills in presenting clear arguments and justifying and defending their position. These skills can be applied to many areas of academic, professional and social interaction
- Develop organisation and presentation skills to research and prepare an assessed reflective diary

ASSESSMENT

1. Reflective learning diary (35%)
2. Group video presentation (35%)
3. MCQ exam (30%)

CRISIS OF NATURE: ISSUES IN ENVIRONMENTAL HISTORY

OVERVIEW

Why are environmental problems defined as 'wicked problems'? What makes a problem 'wicked'? Looking at a selection of real life environmental crises, this unit will discuss the following: who speaks on behalf of the environment, who acts on its behalf, and what matters in solving environmental issues?

This unit aims to familiarise students with the fundamentals of environmental history and to provide an introduction to environmental activism and policy, using case studies that include ocean crisis, plastic pollution, environmental health, man-made disasters and food security.

The unit explores key environmental issues and trends during the last two hundred years, examining the cultural and economic histories of 'nature', and their relation to the emergence of risk society and the politics of environment. It investigates the origins of key environmental crises and analyses how societies define risk and sustainability, produce waste and conceptualise cleanliness.

Students will be asked to think locally and globally, working to understand how the two different scales influence the availability of solutions.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand and analyse environmental issues in the light of scientific, economic and ethical issues
- Understand the global connections that link environmental changes and understand how technology has changed our relationship with nature on a worldwide scale
- Critically examine the political and cultural origins of the environmental movement and environmental regulation in the late 20th century
- Examine the cultural and historical constructions of nature and explore ideas about relations between nature and culture
- Develop interpretive skills in understanding the premises of environmental politics
- Enhance their creativity in identifying local environmental issues policies
- Evaluate a judgement or an argument and work in real-time to present their criticism

ASSESSMENT

10 Credits

1. 1500 word essay (50%)
2. Exam (50%)

20 Credits

1. 1500 word essay (25%)
2. Exam (30%)
3. 3000 word project report (45%)

Course Unit Codes

UCIL20092 (10 Credits)
UCIL20592 (20 Credits)

Semester 2



Vladimir Jankovic

Centre for the History of Science, Technology
and Medicine

10 & 20 Credits

Level 2

Course Unit Code

UCIL20882 (10 Credits)
UCIL20892 (20 Credits)

Semester 2



**Ruth Grady, Maggy Fostier, Susan Cochran,
Amanda Bamford and Bipasha Choudhury**

Faculty of Biology, Medicine and Health

10 & 20 Credits

Level 2

CURRENT TOPICS IN BIOLOGY

OVERVIEW

Entertainment or news media frequently sensationalise biological and biomedical stories, either by oversimplifying the topic or through inaccurate reporting.

The aim of this unit is to introduce students to topical areas of bioscience, building from basic knowledge towards engaging with current research literature.

The unit considers topical issues within biology, exploring the science behind the headlines to help students develop an informed opinion, and to discuss potential future directions of selected topics.

Topics will include:

- The basics of DNA ...and beyond
- Development and stem cells
- Precision medicine
- Human brain function
- Microbes and infectious disease
- Conservation biology

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Recognise the basic bioscience underpinning current topical issues
- Be equipped to develop an informed opinion about current biology issues
- Work with a team of students from different disciplines to create a video presentation explaining an aspect of bioscience research
- Be able to explain bioscience topics in lay and technical terms (20 Credits)

ASSESSMENT

10 Credits

1. Short note exam (40%)
2. Coursework assignments (40%)
3. Group activity (20%)

20 Credits

1. Short note exam (20%)
2. 3 x Coursework assignments (70%)
3. Group activity (10%)

DIGITAL SOCIETY

OVERVIEW

As citizens of a networked world, our access to information has never been greater – but what are the implications for individuals and societies when we live so much of our life online?

In this unit, students will explore their place in the digital world, the connectedness of digital life, the relationship between the individual and the state, the smart cities of the future (and now), ethics of the online world and the impact of digital and mobile technology on business and marketing.

Using digital media to share their findings, students will take a critical look at their own digital identity to influence how the world perceives them online. The unit uses a mix of online learning and hands-on workshops. All the unit information, content and discussions are held in Medium, a public writing/ blogging platform. Students will contribute to the development of the unit materials with their comments, thoughts and coursework – in this way becoming writers for an online publication on 'Digital Society' comprising over 100 stories.

The unit has a strong employability focus. Through assessed and non-assessed activities, students will develop transferable skills relevant to life beyond their studies, including experience of blogging, critical thinking and reflection, peer learning, researching and curating content, maintaining an online profile and presentation skills.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the key concepts of a 'digital society', the ethics of online information use and the skills needed to be effective and successful digital scholars and citizens
- Think critically about information, practice self-reflection and collaborate across disciplines
- Use the internet and social media to develop their communication skills, share information and develop their online profile

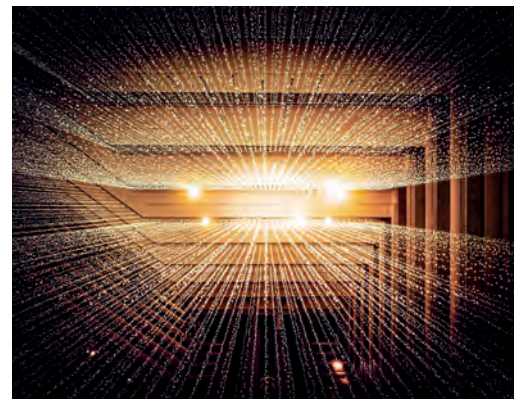
ASSESSMENT

1. Analysis of an individual's or organisation's online communications (10%)
2. Pecha Kucha presentation (30%)
3. 1500 word reflective blog post (60%)

Course Unit Code

UCIL25002

Semester 2



Dave Hirst, John Hynes and Nicola Grayson

The University of Manchester Library

10 Credits

Level 2

Course Unit Code

UCIL22002

Semester 2



Lee Webster

Alliance Manchester Business School

10 Credits

Level 2

ESSENTIAL ENTERPRISE

OVERVIEW

Commercial acumen, regardless of subject discipline, is essential for anyone who aspires to succeed in the world of business, or who wishes to understand the importance of enterprise in society. The philosophy behind this unit is to help students to think like a business professional - in many situations, there is not a 'right or wrong' answer.

Students will explore the principles that are key to success in enterprise. The unit will examine aspects of enterprise that support a range of different organisations, from business to charities, in order to understand how these create and deliver value to their customers. Topics include how the enterprise is organised, the assessment of technology, marketing, finance and risk factors. Students will develop their information search and analysis skills by investigating existing companies, their products and services.

This unit aims to support graduate employability through improving awareness and understanding of key business and enterprise principles.

This unit forms part of the **Manchester Enterprise Challenge (pg 52)**.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Explain key business principles that inform contemporary business practice
- Analyse elements of value creation across different organisations
- Evaluate how innovation may be used to develop new, improved products and services
- Research and create a structured report
- Reflect on how the enterprise principles discussed in the unit will help with future learning and/or with future professional practice

ASSESSMENT

1. 750 word formative Individual Report (0%, optional but advised)
2. 2500-3000 word Individual Business Report (100%)

THE INFORMATION AGE

OVERVIEW

How did information-processing equipment come to dominate so many areas of our lives? Who are the winners and losers in a computerised, automated, data-driven world? And what about users? Now that computer technology is on tap all around us, are the 'boffins,' 'nerds' or 'code junkies' still a breed apart?

This unit uses historical case studies to show how and why digital information processing occupies a crucial role in present-day life. Combining strands from technical, social, cultural and economic history; it describes the development of mass-produced computer technology and mass public access to information systems and their consequences for society. It will also show the role of hopes, fears and other visions in informing public ideas, using examples ranging from employment forecasting to science-fiction dreams.

We will look at images of computer users – from Victorian capitalists and Second World War boffins to 1970s techno-radicals, 1980s whizzkids, hackers, crackers, phreaks, geeks, techno-libertarians and millennial wage-slaves – and at what they say about the computer's role in wider society.

The unit is accessible to students who have no background in computing, but is also designed to help computer specialists understand the history and influence of their field.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Have a good working knowledge of major developments in the history of information technology
- Show developed skills in critical reasoning and analysis, understanding the different motivations of historical characters in the history of information technology
- Appreciate and display the ability to analyse and discuss the different factors — social, technical, sometimes accidental — which shape the history of computing

In addition, students taking the 20 credit unit will:

- Have defined (in consultation with the lecturer) a research project in the history of computing
- Be able to find, and assess critically, relevant primary and secondary sources
- Have produced a scholarly report (or alternative piece of work, subject to the lecturer's approval) based on this research

ASSESSMENT

10 Credits

1. 1500 word essay (50%)
2. Exam (50%)

20 Credits

1. 1500 word essay (25%)
2. Exam (25%)
3. 3000 word project report (50%)

Course Unit Codes

UCIL20282 (10 Credits)
UCIL20782 (20 Credits)

Semester 2



James Sumner

Centre for the History of Science, Technology and Medicine

10 & 20 Credits

Level 2

Course Unit Code

ULBS20012

Semester 2



Maria Kluczek and Sadia Grabham

University Language Centre

10 Credits

Level 2

INTRODUCTION TO BRITISH SIGN LANGUAGE - PART 1

OVERVIEW

This unit gives students a basic knowledge of British Sign Language (BSL), together with practice in signing, so that they are able to participate in simple every day communication with members of the deaf community. In addition, students will learn about deaf awareness and deaf culture.

The unit will be of particular value for students seeking a career in health or education, or for those who have contact with deaf people through work, friends or family. It will also be of intrinsic interest to linguists. The unit does not lead to a formal vocational qualification, but students who successfully complete it may register with the Manchester Deaf Centre to take the Signature 101 (this is the first part of the Signature BSL Level 1. Note that this is optional; it is an external examination, which will incur a fee and will not replace the assessment of this unit).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand short, simple messages in BSL
- Make themselves understood using BSL in simple, routine situations
- Demonstrate an ability to use a basic vocabulary and simple grammar
- Be aware of current issues relating to the deaf community
- Communicate at a level equivalent to Level A1 of the Common European Framework

ASSESSMENT

1. Conversation (30%)
2. Presentation (25%)
3. Comprehension test (25%)
4. 750 word reflective report (20%)

INTRODUCTION TO BRITISH SIGN LANGUAGE - PART 2

OVERVIEW

This unit is for students who have successfully completed British Sign Language Part 1. In Part 2, students will continue to develop their ability to communicate with deaf people in a range of familiar and work-related contexts.

Students will further develop their knowledge of signs, fingerspelling, phrases and grammatical structures, as well as gaining further practice in signing so that they are able to participate in everyday communicative situations with members of the deaf community.

The unit will be of particular value for students who are seeking a career in health or education, or for those who have contact with deaf people through work, friends or family. It will also be of intrinsic interest for students studying linguistics. After completion of the unit, there is an optional opportunity to take Signature BSL level 1 to gain a national accreditation. However, for this students will need to make their own arrangements and payment for examination with Manchester Deaf Centre.

LEARNING OUTCOMES

On completion of the unit students will:

- Understand the meaning of frequently-used signs
- Be able to use frequently-used signs for communicative purposes
- Know more about and better appreciate deaf culture
- Demonstrate an increased awareness of the difficulties and issues faced by deaf people in the workplace
- Identify linguistic patterns within BSL
- Communicate complex ideas via a simple set of communicative tools (signs)

ASSESSMENT

1. Conversation (30%)
2. Presentation (25%)
3. Comprehension test (25%)
4. 1000 word reflective report (20%)

Course Unit Code

ULBS20022

Semester 2



Maria Kluczek and Sadia Grabham

University Language Centre

10 Credits

Level 2

Course Unit Code

UCIL20022

Semester 2



Mark Batey, Sian Yeowell and guest lecturers including leaders from the public, private and voluntary sectors

Student Development and Community Engagement Division

10 Credits

Level 2

LEADERSHIP IN ACTION (MLP)

OVERVIEW

The Leadership in Action units aim to help students understand what it means to be a leader in the 21st century. They explore complex current problems and ask: How does change happen? Who makes it happen? And what does that tell us about leadership and how we do it?

These units will equip students with the tools to critically evaluate models and approaches to leadership and to apply these to a range of 21st century complex and wicked problems: such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also explore the relationship between contemporary issues and the practice of leadership and help students to develop a toolkit of transferable skills that will boost their employability.

Students will hear from leaders who are influencing change in the world around us, including some of the University's leading academics and high profile leaders from the public, private and voluntary sectors. Apart from the core leadership lectures, each semester's lecture programme is different.

The Leadership in Action Units are part of the **Manchester Leadership Programme (MLP) (pg 51)**. Students who successfully complete an LIA unit and 20, 40 or 60 hours of approved volunteering will be awarded the prestigious Manchester Leadership Programme (Bronze, Silver or Gold).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand and critically evaluate different models and theories of leadership
- Relate these models and theories to personal practice
- Identify ways in which leaders influence change
- Develop reflective learning skills through the application of models and theories to personal context
- Appreciate how to apply leadership skills in an academic and occupational context
- Understand the styles, preferences and tendencies of others and how these impact upon management and employability

ASSESSMENT

1. ePoster group project proposal (0%, but mandatory)
2. ePoster group project - 3000 words and bibliography (50%, includes peer assessment)
3. 3 x Assessed online discussions - 600 words per discussion (40%)
4. Online Multiple Choice Test (10%)

LEADERSHIP IN ACTION ONLINE (MLP)

OVERVIEW

Leadership in Action units aim to help students understand what it means to be a leader in the 21st century. The units explore complex current problems and ask: How does change happen? Who makes it happen? And what does that tell us about leadership and how we do it?

These units will equip students with the tools to critically evaluate models and approaches to leadership and to apply those to a range of 21st century complex and wicked problems: such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also explore the relationship between contemporary issues and the practice of leadership and help students to develop a toolkit of transferable skills that will boost their employability.

Students will hear from leaders who are influencing change in the world around them, including some of the University's leading academics and high-profile leaders from the public, private and voluntary sectors.

The Leadership in Action Online unit is delivered entirely via Blackboard. Students work through 10 online learning modules, released at intervals through the semester. Each uses a range of bespoke video inputs, case studies, and interactive eLearning activities designed to enhance students' learning and understanding.

Students who successfully complete a Leadership in Action unit and 20, 40 or 60 hours of approved volunteering will be awarded the prestigious

Manchester Leadership Programme (MLP) (pg 51)
(Bronze, Silver or Gold).

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand and critically evaluate different models and theories of leadership
- Relate these models and theories to personal practice and context
- Identify ways in which leaders influence change in a range of contexts
- Develop reflective learning skills through the application of models and theories to personal context
- Critically evaluate different leadership approaches to social, economic and environmental sustainability
- Appreciate how to apply leadership skills in an academic and occupational context
- Understand the styles, preferences and tendencies of others and how these impact upon management and employability

ASSESSMENT

1. 1500 word script of a presentation for a specific audience. Choice of tasks with common question focused on leadership (50%)
2. 2 x Assessed online discussions - 600 words per discussion (40%)
3. Online Multiple Choice Test (10%)

Course Unit Code

UCIL20032

Semester 2



Mark Batey, Sam Hemsley and contributors including leaders from the public, private and voluntary sectors

Student Development and Community Engagement Division

10 Credits

Level 2

Course Unit Codes

UCIL21002 (10 Credits)

UCIL20002 (20 Credits)

Semester 2



Sue Goldrick, Colin Mills, Pauline Prevett and guest speakers from local schools

School of Environment, Education and Development

10 & 20 Credits

Level 2

LEADERSHIP OF LEARNING

OVERVIEW

Through a placement in a Manchester school, this unit gives students the opportunity to support the learning of the children and young people they meet and, simultaneously, further their own learning through completing a weekly reflective learning journal, and one or two related assignments.

Students will share and learn from others about their differing beliefs and understandings about education, and the complexities of their experiences of working in their placement schools.

Students will also develop their understanding of the English education system; their professional skills through working alongside professionals and pupils in schools; and their critical reflective skills through using a provided critical framework. Other skills include communication, problem solving, planning, management, observation, analysis and self-evaluation. The unit also gives students knowledge and understanding of many aspects of leadership and professionalism.

Please note: Attendance at Leadership of Learning seminars is mandatory. Students should not enrol onto the unit unless they are able to attend all of the seminars.

Please see UCIL Leadership of Learning website page for further details about eligibility and requirements for this unit.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Explain the principles and application of effective teaching and reflective practice
- Plan and assess learning
- Develop and maintain professional working relationships with teachers and other colleagues
- Establish trusting and supportive relationships with groups of school pupils
- Practise professional skills such as reflective practice that will help in future professional learning
- Explain how teachers take practical account of diversity, and promote equity and inclusion in the classroom

ASSESSMENT

10 Credits

1. 2000 word written assignment on reflective practice (100%)

20 Credits

1. 2000 word written assignment on reflective practice (50%)
2. 2000 word written assignment on leadership (50%)

MADNESS AND SOCIETY IN THE MODERN AGE

OVERVIEW

This unit introduces students to the social, cultural, intellectual and institutional history of madness, psychiatry and mental health. Through lectures, interactive workshops and reading a combination of primary sources and secondary analyses, students will gain an appreciation of:

- How madness has been understood, by experts and by everyday people
- How madness has been managed, socially and institutionally
- How science, medicine, and culture interact in shaping responses to madness

The unit explores the history of psychiatry from the late 18th century to the present, primarily in the UK, but with some discussion of Western Europe and North America. It examines how insanity has been understood, treated, and represented within larger social, cultural, and intellectual frameworks. It also relates changing ideas about and approaches to mental illness, health, and functioning to larger questions in the history of the medical and biological sciences.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Show an appreciation of historical approaches to medical thinking and practice
- Demonstrate knowledge of how approaches to madness changed from 1780 onwards
- Critically analyse historians' arguments
- Explore primary sources and historical data
- Take part in informed discussions of past and present medical practices
- Improve writing skills, through assimilation of feedback and revision

ASSESSMENT

10 Credits

1. 1000 word essay (50%)
2. Exam (50%)

20 Credits

1. 1000 word essay (25%)
2. Exam (25%)
3. 3000 word project report (50%)

Course Unit Codes

UCIL30832 (10 Credits)

UCIL30332 (20 Credits)

Semester 2



Carsten Timmerman

Centre for the History of Science, Technology and Medicine

10 & 20 Credits

Level 3

Course Unit Code

UCIL20102

Semester 2



Daniele Viktor Leggio

School of Arts, Languages and Cultures

20 Credits

Level 2

MULTILINGUAL MANCHESTER

OVERVIEW

What does it mean to live in a multicultural, multilingual society? This unit introduces students to methods of studying language and cultural diversity in urban communities, and their impact on public services, communities and civic identity.

Using Manchester as a case study, the focus is on the changes brought about by the complexity of migration patterns, mobility and technology, the concepts of 'super-diversity' and 'trans-nationalism'. We examine the city's linguistic and cultural mosaic; the role of language in access to public services and responses of public services to language diversity; the role of language in marketing and the commercial sector; what we can learn from the city's linguistic landscapes; and what tools can be used to support the planning of language provisions.

This unit will give students first-hand experience in community-based fieldwork in small research groups, including drafting a fieldwork plan, ethical considerations, data collection methods and data assessment. Students will learn key concepts from the literature on multilingualism and be able to apply these in an original essay on new data. They will be able to make an original contribution to data collection and data interpretation on multilingual practices in Manchester. Students will also be able to disseminate the research results to the public and make direct use of this coursework experience for future career development.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Understand the challenges and opportunities of multilingual urban communities, with special reference to Manchester, and implications for policy and service provision
- Reflect critically on the meaning of identity and culture in the context of globalised communities
- Acquire and implement methods of first-hand data collection and interpretation (qualitative and/or quantitative)
- Work in a team to plan and carry out research and to compose and publish online a research report targeting a wider audience of potential stakeholders

ASSESSMENT

1. 2500-3000 word fieldwork plan and literature review (groups of 3-5) (50%)
2. 2500- 3000 word fieldwork report and conclusions (groups of 3-5) (50%)

PHYSICS AND THE GRAND CHALLENGES OF TODAY

OVERVIEW

Many of the global issues being addressed by society today have complex scientific and technical backgrounds. Informed discussion and debate around these issues requires an appreciation of the underlying science. This non-mathematical unit introduces students to the science behind some of these issues. It will help them to better understand topics ranging from quantum technology, nuclear power, climate change and natural disasters, to the origin and contents of the Universe.

If students are interested in the science of the world and Universe around them and some of the issues society faces, but haven't had the opportunity or scientific background to study it, this is the unit for them. Very little scientific knowledge will be assumed.

This unit provides students with the knowledge and conceptual understanding of topical aspects of physics and the processes by which scientific knowledge is developed. It evaluates the important scientific and technological issues and challenges facing the modern world.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Appreciate the science behind major issues being addressed by society today
- Understand the science and scientific principles used to quantify and evaluate these issues
- Evaluate numerical and observational data in context
- Communicate scientific issues to a non-technical audience

ASSESSMENT

1. 3 x 1500 word essays (50%)
2. Exam (50%)

Course Unit Code

UCIL29002

Semester 2



Gary Fuller, Tim O'Brien and Kieran Flanagan

School of Physics and Astronomy

10 Credits

Level 2

Course Unit Codes

UCIL23302 (10 Credits)

UCIL23102 (20 Credits)

Semester 2



Aya Homei

School of Arts, Languages and Cultures

10 & 20 Credits

Level 2

SCIENCE AND CIVILISATION IN EAST ASIA

OVERVIEW

Why are Japanese people obsessed with being punctual? Why did only China adopt such a drastic population measure as the 'one-child policy'? Why did the South Korean professor Hwang Woo-suk fabricate his biomedical research and why did this become a global scandal? This unit adopts the perspectives of social and cultural history to ask questions of this kind, and examines key issues – eg colonialism, nation building and globalisation – by exploring the interactions between science, culture and civilisation in East Asia.

We start the unit by asking the question proposed more than half a century ago by Joseph Needham, British biologist, first head of the science division of UNESCO and one of the greatest Sinologists of the 20th century. He asked why modern science only developed in Europe even though Chinese civilisation was more efficient in applying natural knowledge to practical human needs between the 1st century BC and the 15th century AD? The unit then explores how modern science, technology and medicine did eventually emerge in East Asia during the 19th century and examines its sociopolitical, cultural and economic backgrounds as well as what the notion of civilisations and modernity meant for East Asia. The unit will also look at contemporary issues, and aim to find out particular ways in which East Asian societies have engaged with the issues around science and technology.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Demonstrate critical understanding of key analytical concepts related to the study of the history of science, technology and medicine in East Asia
- Broaden their intellectual interests and nurture cultural awareness for areas beyond English-speaking countries
- Read critically
- Improve their skills to approach primary sources about regions in East Asia
- Improve basic skills for academic writing, in particular reviewing academic literature

ASSESSMENT

10 Credits

1. Creation of 10 multiple choice questions on a particular theme, accompanied by a 1500 word commentary on the chosen theme (100%)

20 Credits

1. Creation of 10 multiple choice questions on a particular theme, accompanied by a 1500 word commentary on the chosen theme (50%)
2. 3000 word review essay (50%)

UNDERSTANDING MENTAL HEALTH

OVERVIEW

This unit explores why and how mental health and wellbeing are important to all of us. Mental health problems are estimated to cost the UK economy as much as £105 billion each year. As frequent topics of conversation in politics and the media, mental health and illness generate significant intellectual and professional disputes. The unit will introduce students to some of these discussions, including how people's experiences come to be labelled as 'mental illness' in some cultures but not others.

Students will gain new perspectives on longstanding questions in the field, such as the 'nature vs nurture' debate, causes of mental health problems, and the history and controversies relating to psychiatric labelling, diagnosis and treatments. They will consider contrasting theoretical perspectives - specifically biological, social and psychological models - on mental health problems and their management. Within a historical and social context, they will evaluate the evidence-base for these perspectives, and consider their implications. Students will also be introduced to research, theory and practice that have helped shape how mental health problems might be treated.

The unit aims to help students reflect on the ways in which we might protect and improve our own mental health and wellbeing and that of others.

This is a new flagship unit, which will be delivered via Blackboard. It is made up of online modules, which will be released at intervals. The unit is highly interactive and adopts a blend of approaches including video inputs and case studies.

LEARNING OUTCOMES

On completion of the unit students will be able to:

- Recognise and synthesise differing theoretical approaches to understanding mental health and wellbeing and evaluate their strengths and weaknesses
- Discuss the impact of mental health problems on individuals and society
- Recognise the common causes of mental health problems
- Develop awareness of key ways in which the law relates to mental health and illness
- Discuss the historical and social context of contemporary Western thinking about mental health problems
- Understand key principles for self-care and protecting one's own mental health and wellbeing

ASSESSMENT

1. Mix of online module quizzes and short answer tests (25%)
2. 3 x written tasks (75%)
 - 'Newspaper' article (500 words)
 - Critique of a journal paper (500 words)
 - Essay (1500 words)

Course Unit Code

UCIL20112

Semester 2



Sara Tai and Dawn Edge with inputs from leading experts at The University of Manchester

School of Health Sciences

10 Credits

Level 2

Course Unit Codes

University Language Centre Codes

Semester 2



University Language Centre

10 & 20 Credits

Level 1

LEARN A LANGUAGE

OVERVIEW

The advantages of learning a new language are clear. Students can enhance their employability, develop cross-cultural understanding, and become better learners.

Through UCIL, students can study a language at an introductory or beginners level. Beginners units (20 credits) are available in the following languages: French, German, Spanish, Italian, Japanese, Chinese and Arabic and are two semesters long. In addition eight other languages are available at an introductory level (10 credits). Visit the University Language Centre website to find out more and to apply:

<http://www.languagecentre.manchester.ac.uk/learn-a-language/courses-for-students/>

LEARNING OUTCOMES

Upon successful completion of the units, students should be able to:

- Handle some of the basic grammatical structures of the language
- Communicate orally in a limited number of social contexts and perform at Level A1 (Speaking and Listening) of the Common European Framework

ASSESSMENT

Usually includes a written, speaking and listening test.

See University Language Centre website for details of the assessment for each unit.