UCIL is a key element of the University’s Stellify framework and enables students to ‘Embrace Learning Without Boundaries’

manchester.ac.uk/stellify
The 21st century world is unpredictable. Humanity faces huge challenges for which we are under-prepared - globalisation, climate change, the digital revolution, economic and political upheaval. Our graduates must be equipped for a rapidly changing future, including many jobs available now that were unheard of just a decade ago.

The University College for Interdisciplinary Learning (UCIL) was set up five years ago to address this challenge: to promote interdisciplinary learning, including an understanding of different approaches to scholarship; to broaden students’ experience, including global awareness; and to develop skill sets, including new ways of thinking and learning, which enhance students’ employability and their ability to contribute to society.

UCIL is not just about taking course units outside a degree programme. It’s about supporting and developing our students for their future life, as part of their university experience. Employers tell us they are looking for graduates with skills in team-working, communication, cultural awareness, languages, problem-solving, critical analysis, resilience and adaptability. UCIL provides an environment in which we can deliver all this.

Our course units are grouped into six themes (see pages 2-3) covering broad, contemporary issues as well as employability skills. Units are delivered by academic colleagues across the University: within Schools, centres such as the Manchester Enterprise Centre and Language Centre, and the Library. All units are credit-bearing, rigorous, and challenging in both content and assessment. Units are designed to be accessible to a wide range of students. They are delivered in a variety of formats from online/blended learning to face-to-face, and include individual, project and team-work.

The College also offers Programmes and Challenges (pages 42-44). These combine a UCIL unit with extra-curricular volunteering, work experience or project work. Successful students receive formal recognition on their academic transcript (HEAR), giving them a unique selling point in the graduate market.

We hope that Programme Directors, Academic Advisers and administrators will recognise the benefits of UCIL units to their students and encourage them to opt for one or more within their degree programme. We want our graduates to stand out from the crowd and I am happy to meet with students, Programme Directors, Academic Advisers, or indeed anyone who wishes to contribute. Please contact us at universitycollege@manchester.ac.uk.

Professor Cathy McCrohan, Academic Director
Cathy.McCrohan@manchester.ac.uk
manchester.ac.uk/ucil
<table>
<thead>
<tr>
<th>UNIT BY THEME</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture &amp; Community</strong></td>
<td>Curating Culture</td>
</tr>
<tr>
<td></td>
<td>Diverse Britain in a Globalising World</td>
</tr>
<tr>
<td></td>
<td>Madness and Society in the Modern Age</td>
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<tr>
<td><strong>Global Challenges</strong></td>
<td>Digital Society</td>
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<td></td>
<td>Health, Development and People: The Global Journey</td>
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<td>towards Health for All</td>
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<td></td>
<td>Humanitarian Challenges in an Unequal World</td>
</tr>
<tr>
<td></td>
<td>Leadership in Action (Manchester Leadership Programme)</td>
</tr>
<tr>
<td><strong>Languages &amp; Global Citizenship</strong></td>
<td>Global Citizenship and Sustainability</td>
</tr>
<tr>
<td></td>
<td>Introduction to British Sign Language - Part 1</td>
</tr>
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<td>Introduction to British Sign Language - Part 2</td>
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<td>Introduction to Spoken Arabic</td>
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<td>Introduction to Spoken Mandarin Chinese</td>
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<td>Language, Mind and Brain</td>
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<td>Multilingual Manchester</td>
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<td>Professional Skills &amp; Business Enterprise</td>
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<tr>
<td>The Art of Enterprise</td>
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<td>Communicating with Confidence</td>
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<tr>
<td>Essential Enterprise</td>
<td></td>
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<tr>
<td>An Introduction to Law for Non-Lawyers</td>
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<tr>
<td>Leadership of Learning</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Sustainability</th>
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<tbody>
<tr>
<td>Climate Change and Society</td>
</tr>
<tr>
<td>The Crisis of Nature: Issues in Environmental History</td>
</tr>
<tr>
<td>Innovation for a Sustainable Society</td>
</tr>
</tbody>
</table>

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<tr>
<th>Science &amp; Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioethics: Contemporary Issues in Science and Biomedicine</td>
</tr>
<tr>
<td>Body, Health and Well-Being</td>
</tr>
<tr>
<td>From Cholera to AIDS: A Global History of Epidemics</td>
</tr>
<tr>
<td>From Sherlock Holmes to CSI: A History of Forensic Science and Medicine</td>
</tr>
<tr>
<td>The Information Age</td>
</tr>
<tr>
<td>An Introduction to Current Topics in Biology</td>
</tr>
<tr>
<td>Physics and the Grand Challenges of Today</td>
</tr>
<tr>
<td>Science and Civilisation in East Asia</td>
</tr>
<tr>
<td>Science, Technology and Democracy</td>
</tr>
<tr>
<td>Science, the Media and the Public</td>
</tr>
<tr>
<td>Science and the Modern World</td>
</tr>
</tbody>
</table>
SEMESTER 1 UNITS

Climate Change and Society ................................................................. 6
Communicating with Confidence ............................................................................ 7
Curating Culture ................................................................................................. 8
Essential Enterprise .................................................................................................. 9
From Cholera to AIDS: A Global History of Epidemics ........................................... 10
From Sherlock Holmes to CSI: A History of Forensic Science and Medicine .................. 11
Global Citizenship and Sustainability ....................................................................... 12
Humanitarian Challenges in an Unequal World .......................................................... 13
Introduction to British Sign Language – Part 1 ........................................................... 14
Language, Mind and Brain ......................................................................................... 15
Leadership in Action: Lecture Based Units (MLP) ...................................................... 16
Leadership in Action: Online Units (MLP) ................................................................. 17
Leadership of Learning ............................................................................................... 18
Science, the Media and the Public ............................................................................. 19
Science and the Modern World .................................................................................. 20
Science, Technology and Democracy .......................................................................... 21

Programmes and Challenges
Manchester Leadership Programme ............................................................................. 42
Manchester Global Challenge ...................................................................................... 43
Manchester Enterprise Challenge ................................................................................. 44
SEMESTER 2 UNITS

The Art of Enterprise ................................................................................................................................ 23
Bioethics: Contemporary Issues in Science and Biomedicine ................................................................. 24
Body, Health and Well-Being .................................................................................................................. 25
Communicating with Confidence ................................................................................................................. 7
The Crisis of Nature: Issues in Environmental History ............................................................................ 26
Digital Society ........................................................................................................................................... 27
Diverse Britain in a Globalising World ....................................................................................................... 28
Essential Enterprise ..................................................................................................................................... 9
Health, Development and People: The Global Journey Towards Health for All ..................................... 29
The Information Age ................................................................................................................................ 30
Innovation for a Sustainable Society ......................................................................................................... 31
Introduction to British Sign Language – Part 1 ........................................................................................... 14
Introduction to British Sign Language - Part 2 ........................................................................................... 32
An Introduction to Current Topics in Biology ............................................................................................ 33
An Introduction to Law for Non-Lawyers .................................................................................................... 34
Introduction to Spoken Arabic .................................................................................................................... 35
Introduction to Spoken Japanese .................................................................................................................. 36
Introduction to Spoken Mandarin Chinese ............................................................................................... 37
Leadership in Action: Lecture Based Units (MLP) .................................................................................... 16
Leadership in Action: Online Units (MLP) .................................................................................................. 17
Leadership of Learning ............................................................................................................................... 18
Madness and Society in the Modern Age .................................................................................................. 38
Multilingual Manchester ............................................................................................................................ 39
Physics and the Grand Challenges of Today .............................................................................................. 40
Science and Civilisation in East Asia ......................................................................................................... 41

Programmes and Challenges
Manchester Leadership Programme ......................................................................................................... 42
Manchester Global Challenge ..................................................................................................................... 43
Manchester Enterprise Challenge ............................................................................................................. 44
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? The unit’s readings, research assignments, and weekly group debates will give you a bigger picture of the politics of climate change, cleared from the fog of media clichés and platitudes, and help you scratch under the surface of generic policy buzz words.

The unit looks at key aspects of the scientific and socio-political engagement with anthropogenic climate change, paying special attention to most recent (and future) developments but considering them against the historic background in which ‘climate change’ affected the material life of both traditional and high-output societies. We will explore 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. How has climate change been represented as a hazard (or a resource); what do weather and climate mean to individuals, groups and institutions; how do these meanings influence the ways in which people respond to climate change?

Assessment

10 credits:
1. 1500 word essay (45%)
2. 2 hour exam (45%)
3. Debate contribution (10%)

20 credits:
1. 1500 word essay (25%)
2. 2 hour exam (25%)
3. Debate contribution (10%)
4. 3000 word project (40%)
COMMUNICATING WITH CONFIDENCE

Overview

Do you long to be able to communicate within challenging and stressful situations? Do you dread presentations or just wish that you could present with more impact? Do you fear job interviews or ever find yourself getting tongue tied, with sweaty palms? If so, this course could be exactly what you need.

The course draws on the theory and practice of communication, body language and leadership, using techniques from the world of theatre and acting to help participants learn how to manage nerves, communicate effectively and engage with a wide variety of audiences.

A range of theories and techniques will be introduced and mastered through practice, using an interactive and participative approach. The learning process will be organic, and tailored to suit the needs and experiences of the students, who over the duration of the course will work towards producing a performance that allows them to put into practice the many skills that they will have learnt.

This unit aims to provide participants with the skills and confidence that will allow them to communicate, inform, inspire and motivate and will be of great benefit when presenting and communicating within the University, at job interviews and in the workplace.

Assessment

1. Continual assessment through reflective student journals (50%)

2. Individual presentation or joint performance (50%)
CURATING CULTURE

Overview

Discover how curators collect, select and exhibit material, from ancient Egypt to Electronica, in order to create inspirational experiences. Gain skills in researching and delivering a cultural activity and writing for a public audience. Work with educational outreach teams to engage and inspire young people. Visit leading cultural institutions to learn from the experts about how collections are cared for and preserved. Bringing all these learning experiences together, you will take part in practical assessments such as blogging, copy writing and delivering public engagement events such as tours and educational activities. You will come away from this course with enhanced communication skills and the ability to present complex ideas that captivate and educate your audience.

This course unit is based around the rich collections of the John Rylands Library, the Manchester Museum and Whitworth Art Gallery. Through this course you will gain insight into how organisations such as specialist libraries, museums and art galleries operate.

Assessment

1. Curate an exhibition case. Interpretation panel and object labels (50%)

2. Develop and present a plan for a 15 minute collection encounter for the general public (50%) or develop an educational workshop linked to either a specific collection or current John Rylands Library exhibition (50%)
ESSENTIAL ENTERPRISE

Overview

This unit is designed to improve awareness and understanding of key business and enterprise principles. It explores how successful organisations work and is aimed at developing skills and enterprise knowledge to help you with future employment. The unit covers the essential elements of a wide range of enterprises, from businesses to charities. Topics include how the enterprise is organised, the assessment of technology, marketing, finance and risk factors. You will be encouraged to develop your information search and analysis skills and investigate existing companies, their products and services. No prior knowledge of business is needed to study this unit.

This unit forms part of the Manchester Enterprise Challenge (see page 44).

Assessment

Formative:

Written project proposal summary

Summative:

Structured business report to research a product, service, organisation or company (100%)
FROM CHOLERA TO AIDS: A GLOBAL HISTORY OF EPIDEMICS

Overview

This course introduces students to the global history of epidemics, starting from the outbreaks of cholera in the 1830s in Asia, Africa, Europe and America to the twenty-first century history of HIV/AIDS and Ebola. It has three main objectives; first, it highlights that the history of global epidemics enables us to understand the wider and deeper social, economic, political and cultural histories that led to disease and mortalities. Second, by drawing on a heterogeneous body of secondary and primary sources, it identifies the local geographic, social and economic contexts of these epidemics. Finally, it will help students understand and analyse the experiences of communities and individuals living in the time of epidemics.

Assessment

10 credits:

1. 1500 word essay (50%)
2. 2 hour exam (50%)

20 credits:

1. 1500 word essay (25%)
2. 2 hour exam (25%)
3. 3000 word project report (50%)
Overview

We all know what a crime scene looks like today: white-suited and hooded investigators carefully searching for trace evidence from behind a barrier of yellow police tape. It is a highly regimented place, driven by strict codes of conduct to prevent ‘contamination’ and to ensure that traces taken from it retain their identity as evidence. But what do we know about its history? What did a crime scene look like a century ago, and what happened in it? We will look at a wide range of forensic investigation techniques from the lie detector to DNA ‘fingerprinting’ and an equally wide range of historical sources, from detective stories and newspaper reports to present-day television dramas. The course unit does not require any prior scientific, legal or historical knowledge, only a curiosity about and a willingness to engage with styles of forensic investigation, past and present.

Assessment

10 credits:
1. 1500 word essay (50%)
2. 2 hour exam (50%)

20 credits:
1. 1500 word essay (25%)
2. 2 hour exam (25%)
3. Final project (50%)
GLOBAL CITIZENSHIP AND SUSTAINABILITY

Overview

This unit adopts an intercultural approach to 'global citizens' and sustainability in an interconnected world. On the unit you will reflect on what constitutes an ethic of caring for a world in which our lives are inextricably linked to the lives of people across the globe, to nature which sustains us and ultimately to future generations.

You will develop qualities associated with global citizenship and intercultural awareness. These will include: sensitivity to cultural differences; recognising your own biases and being inquisitive about the perspectives of others; engaging with uncertainty and ambiguity; thinking relationally, and for the long term; identifying ways in which your choices and actions have consequences for people and the environment across the globe and the capacity to communicate effectively across boundaries.

This is a blended learning unit and is predominantly conducted through online activities with four onsite seminars in the twelve week period. The first half of the unit provides online content covering key concepts. In the second part of the unit you undertake a project exploring a key global issue relating to sustainability and the interconnections and complexities inherent in that issue. The course unit culminates in the creation of a digital presentation where you convey your understandings of your chosen issue and aim to inspire others to develop their own ethic of caring for the world.

This unit forms part of the Manchester Global Challenge (see page 43).

Assessment

1. Written blog post on a key concept linked to global citizenship & sustainability (30%)

2. Digital presentation reflecting on your chosen research project (70%)
HUMANITARIAN CHALLENGES IN AN UNEQUAL WORLD

Overview

This unit provides an opportunity to analyse, synthesise and evaluate contrasting debates into the policies and practices that impact on humanitarianism in both the UK and globally, as well as critically examine different perspectives on the role of humanitarian actors. The unit adopts a multi-disciplinary approach that draws on disciplines such as politics, sociology, history and medical sciences to enhance students’ understanding of the evolution of global health, conflict response, disaster management and peace-building. Further it will interrogate the individual, social, cultural and institutional factors that affect humanitarian responses on a global scale. The unit is delivered using face-to-face lectures, structured individual and group research and preparation, and seminars where you will give presentations relating to humanitarianism in context and debate key issues based on background research and preparation. In doing so it aims to enhance your cultural awareness and intellectual curiosity in the field of humanitarianism.

This unit forms part of the Manchester Global Challenge (see page 43).

Assessment

1. Workshop presentations: group work to research, plan and deliver a presentation on a specific aspect of humanitarianism - assessed as a group but with individual feedback as well (50%)

2. Individual written assignment based on assessed presentation theme (50%)
INTRODUCTION TO BRITISH SIGN LANGUAGE - PART 1

Overview

The unit aims to give you a basic knowledge of British Sign Language (BSL), together with practice in signing, so that you are able to participate in simple everyday communicative situations with members of the deaf community. The unit may be of particular value if you are seeking a career in health or education, or if you have contact with deaf people through work, friends or family. It may also be of intrinsic interest to linguists.

The unit covers the signs and skills needed to achieve basic communication in the following areas: meeting people; the weather; time, age and money; families, work and interests; transport, direction and buildings; colours, clothes and people; animals, objects, furniture. In addition, students learn about basic deaf awareness and deaf culture.

Assessment

1. Independent project (750 words) (20%)

2. Presentation 3 to 4 minutes in length (25%)

3. Comprehension (25%)

4. Practical interactive tasks (30%)
Overview

This course unit is a whirlwind tour through some of the big questions in the study of language as a human behaviour. How do young children acquire language so easily? Are complex grammars like those found in human language a unique property of human beings, or are they found in other animal communication systems? What role do social structures play in the development of language? To what extent does language influence thought and sensory perception? How are writing and reading different from speaking and listening? What are the structural similarities and differences between signed and spoken languages? Is there something ‘special’ about how language functions in the mind, and is there a dedicated ‘language centre’ in the brain?

These questions are the subject of contentious debate in the fields of linguistics, cognitive science, and psychology - and many of them remain unanswered. We’ll explore these issues and find out why these questions are so difficult and so central to understanding how the human mind works. 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 the influence of swearing on pain, and modern brain imaging techniques.

Assessment

1. 2 x Essay (500 words) (30%)

2. Essay (1000 words) (50%)

3. Seminar participation and formative writing (2000 words) (10%)

4. Quizzes (5%)

5. Participation in a linguistic study (5%)
LEADERSHIP IN ACTION: LECTURE BASED UNITS (MLP)

Overview

Leadership in Action units provide students with the tools to critically evaluate models and approaches to leadership and to apply those to a range of 21st century problems, such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also 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 10 credit lecture based units are available in both semester 1 and 2. Alternatively, students can opt to undertake the 20 credit unit which runs over both semesters.

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

Assessment

10 credits:
1. Group ePoster (50%)
2. Assessed discussions (40%)
3. Online multiple choice test (10%)

20 credits:
Semester 1: As above for 50% of the total mark
Semester 2: Individual Project Report (3500 word) (50%)
LEADERSHIP IN ACTION: ONLINE UNITS (MLP)

Overview

Leadership in Action units provide students with the tools to critically evaluate models and approaches to leadership and to apply those to a range of 21st century problems, such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also 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 10 credit online units are available in both semester 1 and 2. They are delivered entirely via Blackboard using a range of audio/video inputs and case studies, supported by interactive elearning activities designed to enhance students learning and understanding.

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

Assessment

10 credits:

1. Summative assessment (50%)

2. Assessed Discussions (40%)

3. Online multiple choice test (10%)
LEADERSHIP OF LEARNING

Overview

This unit is taught in the School of Environment, Education and Development, and in lively local schools. It is made up of a series of interactive sessions on planning, classroom organisation and managing relationships in school. You spend ten afternoons in a school, working with pupils and observing experienced teachers at work. You are carefully guided by school staff and experienced tutors. Your assessment will involve writing about your learning and drawing on “critical incidents”.

The course is available in the following formats:

- UCIL20001: Semester 1, 10 credits
- UCIL21001: Semester 1, 20 credits
- UCIL21002: Semester 2, 10 credits
- UCIL20002: Semester 2, 20 credits
- UCIL 21000: Full year course - 20 credits (10 in Semester 1 & 10 in Semester 2)

Students must apply online. For more information visit universityofmanchester-leadershipoflearning.org.uk/howtoapply/

Assessment

10 credits:
1. Learning journal on your weekly placement and a 2000 word reflective assignment about your professional learning (100%)

20 credits:
1. Learning journal on your weekly placement and two x 2000 word reflective assignments - one with a focus on leadership and one about your professional learning

20 credit full year course:
Semester 1 - Learning journal and a 2000 word reflective assignment about your professional learning (100%)

Semester 2 - 2000 word reflective assignment - with a focus on leadership (100%)

“This was the most valuable module I took during my degree and helped fire my enthusiasm for working with young people”

Student
SCIENCE, THE MEDIA AND THE PUBLIC

Overview

The media occupy a central position in the public’s understanding of science. But the media – press, broadcasters, digital platforms, publishers, the film industry, science museums, science centres – are themselves complex organisations with their own agendas. How do the complex processes of science communication shape our understanding of the content and values of science and our appreciation of its place in public culture?

Taught in a weekly 2-hour class of flexible multi-media format, it aims to help students from all backgrounds improve their awareness and their critical understanding of our contemporary, media-saturated society. Participants will learn how to communicate their work more effectively, and develop new ways of thinking about science and the public sphere. The unit offers rich opportunities for participants to express their own ideas and develop their practical communication and group-working skills in a supportive setting.

Assessment

10 credits:

1. Book/programme review (25%)
2. Science Communication Assignment (25%)
3. Group Project (50%)

20 credits:

1. Book/programme review (12.5%)
2. Science Communication Assignment (12.5%)
3. Group Project (25%)
4. Individual 3000 word project (50%)

“Enjoyed being able to analyse and critically assess many forms of science communication and media”

Student
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! Using a variety of examples from past and present, this unit explores the place of science in human affairs. By using a non-specialist vocabulary, it helps us to understand why we trust scientists and where that reliance comes from historically. It invites critical reflections on the methods scientific experts use and the influence they exercise in the modern world. The unit is accessible to students from all faculties.

Assessment

10 credits:
1. 1000 word essay (50%)
2. 1.5 hour exam (50%)

20 credits:
1. 1000 word essay (25%)
2. 1.5 hour exam (25%)
3. 3000 word individual research project (50%)
Science, Technology and Democracy

Overview

Science and technology (S&T) is central to the public policies and self-image of modern advanced economies and rapidly industrialising/less developed countries alike. This course explores how and why this has become the case, and what the implications are for our societies, our politics and our economies.

We will look at the changing role of the state in relation to science and technology and current trends in the governance of S&T, such as demands for the stronger steering of research agendas towards political, economic or social priorities; for more accountability for the efficient and effective use of public money spent on science; and for more commercialisation of research. We will look at the role of scientific expertise and experts in public policy and regulation; efforts to improve public engagement with and participation in science and technology decision-making; efforts to encourage responsible research and innovation; and current issues in science such as reproducibility, fraud and ‘open science’.

Assessment

10 credits:

1. 2000 word essay (60%)

2. 600-800 word ‘policy brief’ / blog post on a current science policy issue (40%)

20 credits:

1. 2000 word essay (30%)

2. 600-800 word ‘policy brief’ / blog post on a current science policy issue (20%)

3. 5000 word individual research project on a science-society governance issue (50%)
THE ART OF ENTERPRISE

Overview

The ‘art of being enterprising’ is being able to turn ideas into innovations - to make them really happen and to effect change. This unit looks at how organisations, both large and small, create value through the recognition of good ideas and how a good idea can evolve and ultimately be transformed into an opportunity which an organisation can create value from. The unit looks at this from a range of different areas (history, nature, art and music) to enable us to think in a more creative way; to better understand the problems and the challenges that are faced; and to highlight the importance of creativity and opportunity spotting across all business areas.

The unit is delivered as a series of lectures and by the end of the unit you will be able to appreciate the nature of creating value, with innovative approaches to business thinking and practices. The unit will expand your appreciation of the working environment whilst developing the practical skills that employers are demanding.

This unit forms part of the Manchester Enterprise Challenge (see page 44).

Assessment

Formative:

Written report proposal

Summative:

Assignment: Structured individual report on a chosen company (100%)
Overview

This unit provides an opportunity to explore a range of contemporary controversies in biomedical science, including:

- Euthanasia
- Assisted reproductive technologies
- Genetic engineering
- Human experimentation
- The use of animals in research

Bioethics, by its very nature, draws upon a range of disciplines in terms of the approach, methodologies and body of knowledge relevant to the subject.

The unit benefits from the development and exchange of ideas between students from different disciplines. Learning activities include lectures delivered by staff from a range of disciplines including bioscience, ethics, philosophy and law, class discussions both during lectures and in the online learning environment, and the preparation and presentation of a debate video on one of a range of selected topics.

Assessment

1. Debate video and presentation (group project) involving student-moderated peer assessment of participation in group project (40%)

2. Exam (60%)
BODY HEALTH AND WELL-BEING

Overview

Understanding the importance of a healthy lifestyle is relevant to everyone, yet even more so to students.

Nutritional education and the comprehension of potential disease risks associated with poor diet and lifestyle are very important, and play a huge part in a person’s health, mentally and physically. Therefore, it is crucial to understand what can be damaging or beneficial to the body, and also the reasons why!

Preventable diseases, such as obesity and diabetes have a significant impact on society. Being aware of various health issues, and their underlying causes, is an important step towards producing a healthier future workforce.

This unit aims to prompt you to assess your own lifestyle and develop an understanding of the human body, its basic composition, structure and function. It will also emphasise the effects of poor and healthy lifestyles by monitoring your own health parameters in a laboratory.

Assessment

1. MCQ Paper (50%)

2. Written report (50%)
THE CRISIS OF NATURE: ISSUES IN ENVIRONMENTAL HISTORY

Overview

Can we save what’s left of the natural environment and prevent catastrophic climate change? Or is it too late? Consider the following: “nature, the nature that preceded human history, today no longer exists anywhere.” Marx wrote this in 1845, when neither the automobile, nor plastics nor electricity played any part in social life. What happened since was a stunning increase in industrial production, mobility, urbanisation and consumption of goods – all of which are based on massive resources and energy use. The consequences of this progress are all around us.

In this unit we go to the very roots – cultural, economic and religious – of our ‘post-natural’ civilisation and explore the master-concepts of our environmental crisis: modernity, risk society, pollution, and, above all, nature. Your part in this exploration will be crucial: have your say in research projects and in the weekly debates on issues such as water futures, climate catastrophe, oil dependency, the Great Pacific Plastic Gyro, genetically modified foods, overfishing, military weather modification (and even chemtrails).

Assessment

10 credits:
1. Research essay (50%)
2. Short exam (40%)
3. Presentation (10%)

20 credits:
1. Research essay (25%)
2. Short exam (25%)
3. Research project (40%)
4. Presentation (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?

Through a mix of online learning and workshops, you will explore these issues, covering topics such as your digital footprint, ethics in the online world, and the impact of digital and mobile technology on business and marketing. We will investigate how creativity is integrated in and affected by digital and explore the social and cultural implications and realities of varying access to the internet. Using digital media to share your findings, you will take a critical look at your own digital identity to influence how the world perceives you online. You will develop skills and understanding of social media and other platforms, giving you influence and insight in your personal, academic and professional life. Acquiring the expertise to communicate in this digital society will be invaluable in your future endeavours.

Assessment and coursework will focus on your exploration and understanding of the theory behind the changing landscape of the online and digital world and on a practical application of the same to real-world examples.

Assessment

1. Critically analyse an individual or organisation with a public online presence (500 words) (10%)

2. Presentation using the Pecha Kucha (30%)

3. Critically examine the implications of living in a digital world, including a reflection (1500 words) (60%)

“You affect the world by what you browse”

Tim Berners-Lee (inventor of the World Wide Web)
DIVERSE BRITAIN IN A GLOBALISING WORLD

Overview

This unit will introduce you to a range of concepts to enhance understanding of Diverse Britain. This understanding will be generated through attention to multiple areas of contemporary relevance: ranging from institutional analysis of the NHS and housing markets, a review of the factors that contributed to both Brexit and the Presidential triumph of Donald Trump, analysis of policy discourses around multiculturalism and integration, and a more general and recurring critical discussion of popular culture (traversing hip-hop, Bollywood, the revival of primetime ‘period drama’ such as Downton Abbey and other areas of contemporary cultural prominence). It is only through such a multidisciplinary perspective that a rounded but also current understanding of how ethnic diversity is made to matter in contemporary Britain will be realised. The lectures/workshops will also draw comparisons and contrasts to other Western European contexts, equipping students with a broader regional and international lens regarding contemporary British policy and culture.

This unit forms part of the Manchester Global Challenge (see page 43).

Assessment

1. Multiple choice exam - open book (30%)

2. One review essay (70%)
Overview

The twentieth century witnessed the most fundamental changes in global healthcare. In Britain it gave birth to the National Health Service (NHS), which ensured free access to healthcare, irrespective of people’s ability to pay for it. Globally, in Asia, Africa, and Latin America, health was aligned to questions of poverty, nutrition, maternity and children’s health and rural development. It involved developing rural health services, medical education, hospitals and dispensaries, indigenous medicine, paramedical training, family welfare, primary health centres, health education and community health volunteers.

This unit will introduce students to the global movements around health, development and universal healthcare in the post-World War 2 era. It will analyse the various national projects in Europe, Latin America and Asia to tackle problems of poverty, malnutrition, sanitation, medical infrastructure and curative and preventive health measures in rural and urban areas. It will introduce students to the roles of the state, the civil society, individuals in establishing and delivering public healthcare.

Assessment

10 credits:
1. 1500 word essay (50%)
2. 2 hour exam (50%)

20 credits:
1. 1500 word essay (25%)
2. 3000 word project report (50%)
3. 2 hour exam (25%)
THE INFORMATION AGE

Overview

How did information-processing equipment come to dominate so many areas of human life? Who are the winners and losers in a computerised, automated, data-driven world? And what about users? Even now that computer technology is on tap all around us, there are still identifiable kinds of ‘computer people’: have the ‘boffins,’ ‘nerds’ or ‘code junkies’ always been a breed apart?

This course deals with these questions through the histories of a range of technological developments, from the mechanical calculating machines of the nineteenth century to today’s global networked systems. The course is suitable for any historically engaged student, with or without particular expertise in computing.

Assessment

10 credits:
1. 1500 word essay (50%)
2. 2 hour exam (50%)

20 credits:
1. 1500 word essay (25%)
2. 2 hour exam (25%)
3. Extended project (3000 words) (50%)
INNOVATION FOR A SUSTAINABLE SOCIETY

Overview

Achieving sustainability and combating climate change is a key challenge facing the world today. This unit is designed to enable you to discuss the concepts behind efforts to achieve sustainability and where the real world challenges and opportunities lie. Innovation is crucial in developing less resource intensive ways of meeting the needs of society (such as food, transport and energy). Solutions will include new products, new services, changing behaviours and even re-shaping entire systems. But how is this possible when so many societal actors are involved? What roles can consumers, businesses, governments and new technologies play in this transformation? Answering these fundamental questions requires perspectives which span traditional academic disciplines, including sociology, economics, management and innovation studies.

This unit does just that, by bringing together world-class sustainability expertise to introduce cutting edge ideas and debates in this area. Throughout the unit these perspectives will be explored through discussion of sustainability initiatives in areas of food, transport and energy provision in the UK and beyond.

Assessment

1. Written report proposal and structure; Research presentation (20%)

2. Structured individual report based on guided research (80%)
INTRODUCTION TO BRITISH SIGN LANGUAGE - PART 2

Overview

This course unit is for students who have successfully completed Introduction To British Sign Language - Part 1. In Part 2, students 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. They will gain further practice in signing, so that they are able to participate in everyday communicative situations with members of the deaf community.

The course may 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 may also be of intrinsic interest to linguists. After completion of the unit, there is an optional opportunity for students to take Signature BSL level 1 to gain a national accreditation. However, for this students will need to make their own arrangement and payment for examination with Manchester Deaf Centre.

Assessment

1. Independent project: 1000 words project: A reflective report based on an interaction between yourself and a deaf person/people and a visit to deaf event (20%)

2. Presentation: 3-5 minutes recording self-production in BSL (25%)

3. Comprehension: Written test in two parts that involve a) writing sentences from signed phrases in BSL, and b) answering questions from a signed story in BSL (25%)

4. Practical interactive tasks: Discuss a chosen theme and engage in simple spontaneous conversation with a deaf person (30%)
AN INTRODUCTION TO CURRENT TOPICS IN BIOLOGY

Overview

Biological topics often feature in the news or entertainment media and are frequently sensationalised or subject to inaccurate reporting. We will consider the science behind the headlines to help you develop an informed opinion regarding the complexities of current biological issues.

So, if you have an interest in biology but haven't had the opportunity to study it at a higher level, then this is the unit for you.

Topics covered in previous years include:

- DNA
- Development and stem cells
- Biodiversity
- Personalised Medicine
- Brain function
- Emerging infectious diseases

Prerequisites:

This unit is only available for students outside the Faculty of Biology, Medicine & Health and we welcome students from all disciplines and science backgrounds, although Biology or single science award GCSE or equivalent knowledge is assumed.

Assessment

1. Coursework based on six individual assignments (these may involve visiting Manchester Museum) plus one group activity of a video documentary (20%)

2. A written examination based on MCQs and short-answer questions (80%)
AN INTRODUCTION TO LAW FOR NON-LAWYERS

Overview

The unit will provide an introduction to, and an overview of, the English legal method and system, for non-law students. The unit will commence with an exploration of law and morality, before examining the sources of law, the court structure, law and language (legal reasoning), the role of precedent in the English legal system, and statutory interpretation.

After the key features of the English legal method/system have been considered, the unit will then explore aspects of EU law, and human rights law, and in particular where these fit within, and how they have influenced, the English legal system. Finally, the unit will consider law in context, and will challenge students to think broadly about the role of law in broader social, political and cultural contexts. As a part of this, the unit will draw real-life examples from a wide range of disciplines.

Assessment

1. 1500 word essay (50%)

2. 2 hour exam (50%)
INTRODUCTION TO SPOKEN ARABIC

Overview

This unit is designed for students who wish to move quickly through the fundamentals of Arabic grammar while developing some basic communicative skills in Modern Standard Arabic. It aims to teach you simple structures, lexis and phrases which will enable you to communicate effectively in a range of situations in an Arabic-speaking country. Reading and writing Arabic text is not covered, though some time is devoted to learning the alphabet and to developing recognition of commonly seen words and signs. You will be expected to use the range of resources available to you in the Language Centre and to communicate with native speakers wherever possible, in order to develop cultural competence.

Upon successful completion of the unit, you should be able to: handle some of the basic grammatical structures of Arabic; communicate orally in a limited number of social contexts; perform at Level A1 (Speaking and Listening) of the Common European Framework.

Assessment

1. Written test (35%)
2. Oral test (35%)
3. Aural test (30%)
INTRODUCTION TO SPOKEN JAPANESE

Overview

This course is designed for students who wish to move quickly through the fundamentals of Japanese grammar while developing some basic communicative skills in Japanese. It aims to teach students simple structures, lexis and phrases which will enable them to communicate simply but effectively in a range of situations in Japan (e.g. ordering food and drinks, using numbers, shopping, talking about hobbies).

Reading and writing Japanese characters is not covered, though some time is devoted to learning the alphabet and to developing recognition of commonly seen words and signs. Students will be expected to use the range of resources available to them in the Language Centre and to communicate with native speakers in order to consolidate and further develop your skills and to gain cultural understanding.

Assessment

1. Written test (35%)
2. Oral test (35%)
3. Aural test (30%)
INTRODUCTION TO SPOKEN MANDARIN CHINESE

Overview

This unit is designed for students who wish to move quickly through the fundamentals of Chinese grammar while developing some basic communicative skills. It aims to teach you simple structures, lexis and phrases which will enable you to communicate effectively in a range of situations in a Mandarin speaking country. Reading and writing Chinese characters is not covered, though some time is given to developing recognition of commonly seen characters and signs. You will be expected to use the range of resources available to you in the Language Centre and to communicate with native speakers wherever possible, in order to develop cultural competence.

Upon successful completion of the unit, you should be able to: handle some of the basic grammatical structures of Mandarin Chinese; communicate orally in a limited number of social occasions, perform at Level A1 (Speaking and Listening) of the Common European Framework.

Assessment

1. Written test (35%)
2. Oral test (35%)
3. Aural test (30%)
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 gain an appreciation of:

1) How madness has been understood, by experts and by everyday people;

2) How madness has been managed, socially and institutionally;

3) How science, medicine, and culture interact in shaping responses to madness.

Our focus is primarily on the period 1780 to the present, and primarily on the UK, but with some discussion of Western Europe and North America.

Assessment

10 credits:
1. 1500 word short essay (50%)
2. Exam (essay based) (50%)

20 credits:
1. 1500 word short essay (25%)
2. Exam (essay based) (25%)
3. 3000 word project essay (50%)
Overview

The unit first introduces you through four lectures to methods of studying language diversity in urban communities and its impact on public service, communities, and civic identity. The focus is on the changes brought about through the complexity of migration patterns, mobility and technology, the concepts of ‘super-diversity’ and ‘trans-nationalism’, the value of languages as skills, as indicators of community heritage and of equal access to services, and as marketing tools. Our attention then turns to Manchester’s language diversity.

We examine the city’s linguistic (and by implication cultural) mosaic; the role of language in access to public services and responses of public services to language diversity (e.g. the structure of language provisions for interpreting and implications for service delivery such as partnerships between public and private sectors); 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. Following the introductory lectures, you will work in groups on your own projects, with support from Teaching Assistants and, by appointment, from the course convenor. Suggestions will be made for topics, and you will receive technical and logistical support where necessary from the Multilingual Manchester project staff.

Assessment

1. Research plan and outline (3000 words) (50%)
2. Research report (3000 words) (50%)
PHYSICS AND THE GRAND CHALLENGES OF TODAY

Overview

Do you wish you had a better understanding of the scientific issues behind some of today’s grand challenges, such as climate change, future energy needs, the nuclear debate and the origin and fate of the Universe? If so, this course is for you. You will learn about a wide range of topics including quantum mechanics, the theory of relativity, nuclear physics and radioactivity, medical imaging, the working of the Earth’s climate and astronomy and cosmology. Very little existing scientific knowledge will be assumed, nothing beyond GCSE Science, and we will concentrate on discussion of concepts, with little use of mathematics.

The course will be taught by a team of academic staff from the School of Physics and Astronomy and will include guest lectures given by the well known TV presenters including Professor Tim O’Brien.

The course will also include fortnightly ‘Question Time’ sessions where you will be able to quiz the course team about topics from the course, or indeed about anything from Physics that particularly interests you.

Assessment

1. Short essays every two weeks moderated by peer assessment & online feedback (50%)

2. Exam(50%)
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 feel he had to fabricate his biomedical research and why did it become a global scandal? This course, which adopts the perspectives of social and cultural history, will ask questions of this kind and examine a number of key issues – e.g. colonialism, nation-building and globalisation – by looking at interactions between science, culture and civilisation in East Asia.

Assessment

10 Credits:

1. Invention of 10 multiple choice questions and a 1500 word commentary (100%)

20 Credits:

1. Invention of 10 multiple choice questions and a 1500 word commentary (50%)

2. 3000 word review essay (50%)
Unique to The University of Manchester, the MLP allows students to combine academic study with 20, 40 or 60 hours of accredited volunteering, to be awarded the Manchester Leadership Programme at Bronze, Silver or Gold level.

The MLP has two components:

1. Completion of a 10 credit ‘Leadership in Action’ UCIL course unit:
   - UCIL20020: Leadership in Action Lecture Based 20 credit
   - UCIL20021: Leadership in Action Lecture Based 10 credit
   - UCIL20022: Leadership in Action Lecture Based 10 credit
   - UCIL20031: Leadership in Action Online Unit 10 credit
   - UCIL20032: Leadership in Action Online Unit 10 credit

2. Completion of 20 to 60 hours of approved volunteering in the community. MLP students have taken part in a wide range of volunteering including environmental campaigns, sports volunteering, mentoring young people, fundraising and much more. To find out more about volunteering opportunities visit:

   mlp.manchester.ac.uk/volunteering

The MLP will be listed on students’ Higher Education Achievement Report (HEAR).

For more information contact leadership@manchester.ac.uk

“The Manchester Leadership Programme equips students with many of the skills, knowledge and insights sought by employers and helps Manchester students to stand out in a highly competitive recruitment market.”

Chief Executive, Association of Graduate Recruiters
The Manchester Global Challenge has **three components**:

1. Completion of a 10 credit ‘global’ UCIL course unit:

   - UCIL21102: Diverse Britain in a Globalising World
   - UCIL22501: Global Citizenship and Sustainability
   - UCIL21902: Humanitarian Challenges in an Unequal World

2. Completion of a period of approved international intercultural experience. Approved opportunities include university supported study, work abroad opportunities, international volunteering and a small number of local opportunities in Manchester.

3. Completion of a reflective digital presentation bringing together the academic material covered in the UCIL unit and the intercultural experience.

Students who successfully pass a UCIL ‘global’ unit, complete a period of approved international/intercultural experience, and successfully complete the reflective presentation will achieve the Manchester Global Challenge. The Manchester Global Challenge will be listed on students’ Higher Education Achievement Report (HEAR).

For more information contact [ucil-challenges@manchester.ac.uk](mailto:ucil-challenges@manchester.ac.uk)

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“The value of international experience goes beyond purely the acquisition of language – it lies in the ability to see business and personal issues from other than your own cultural perspective.”

Charles Macleod, Head of UK Resourcing, PwC
The Manchester Enterprise Challenge has two components:

1. Completion of a 10 credit ‘enterprise’ UCIL course unit:
   - UCIL22001/2: Essential Enterprise
   - UCIL24002: The Art of Enterprise

2. Completion of an approved ‘enterprise’ activity project, which will involve working with a locally based business, charity or social enterprise to address and analyse a specific improvement opportunity (assuming around 20 hours of work).

The outcomes and recommendations from the final report will be presented as a PowerPoint ‘pitch deck’ enabling students to bring together their UCIL study and the project.

Students who successfully pass a UCIL ‘enterprise’ unit and complete an ‘enterprise’ activity project will receive the Manchester Enterprise Challenge. The Manchester Enterprise Challenge will be listed on students’ Higher Education Achievement Report (HEAR).

For more information contact ucil-challenges@manchester.ac.uk

“The Manchester Enterprise Challenge taught me a lot of the theory of entrepreneurship, and gave me the opportunity to put it into practice”

Sakib Moghul, Student
UCIL is a key element of the University’s Stellify framework and enables students to ‘Embrace Learning Without Boundaries’

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