# LONDON INTERNATIONAL SUMMER PROGRAMME
## MODULE CATALOGUE 2018




UNIVERSITY OF WESTMINSTER

# Introduction

Welcome to the **London International Summer Programme** Module Catalogue 2018. The LISS offers students the option of studying modules from an introductory level to a more advanced level in a given subject area. Students opting to study for the entire six-week session will take one module per session, whilst students participating on only one three week session will take one module.

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

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

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

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

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

**Obtaining Module Approval**
If you are a current student, where possible, you should obtain module approval for credit transfer from your home institution by the time of your application, or at least before you arrive in the UK. To assist in this process we have included the module syllabi in the catalogue. As the University of Westminster is unable to guarantee the availability of any of the modules listed in this catalogue, it is important to obtain approval for both your preferred module choice(s) and alternative module choice(s). By the time you arrive in the UK, it is important that you have clear information with regard to the module approval and credit transfer systems in place at your home

institution, so that should your final module registration differ from your original module choice, you can be confident that your home institution is likely to approve any changes. Please note that it is your responsibility to liaise with your home institution throughout the credit approval process and where necessary the Education Abroad Team will assist you with any further information your require to facilitate this process.

**PLEASE NOTE:** The LISS Module Catalogue 2018 is issued on the express condition that all matters in it are subject to change from time to time. In particular, while the University of Westminster will use all reasonable endeavours to deliver courses, programmes of study and other educational services, circumstances may change. The University of Westminster reserves the right at any time to vary the content and delivery of courses, to change the location of courses and modules, to discontinue or combine courses, or to discontinue services, if such action is reasonably considered necessary by the University of Westminster.

**SESSION ONE**
Monday 18 June – Thursday 5 July 2018


| Code | Level | Title | Page |
|---|---|---|---|
| **ENGLISH FOR NON-NATIVE SPEAKERS** | | | |
| 4COMM001X | 4 | Communication Skills for the Workplace | 6 |
| **LIBERAL ARTS** | | | |
| 4CLST001X | 4 | Working across Cultures in a Global World | 11 |
| 4ELIT015X | 4 | Shakespeare: Themes and Presentation | 15 |
| 4HIST008X | 4 | Jack the Ripper's London: Myth, Reality, and the London Victorian Metropolis | 19 |
| 4ELIT007X | 4 | Art and Society | 23 |
| 4HIST007X | 4 | Monarchy: A Royal History of London | 26 |
| 4HIST009X | 4 | Londinium to the Blitz: London through its Museums | 30 |
| 4PSYC001X | 4 | Myth and Method in Psychology | 33 |
| **LAW** | | | |
| 4LLAW016X | 4 | Cinematic Justice | 45 |
| **MEDIA, ARTS & DESIGN** | | | |
| 4JRNL008X | 4 | Print Journalism: The London Experience | 49 |
| 4TVPR007X | 4 | Television in London | 54 |
| 4IMAG012X | 4 | Photographing the City: London | 59 |
| **TOURISM** | | | |
| 4TOUR008X | 4 | Destination London | 77 |
| **INTERNATIONAL BUSINESS** | | | |
| 4EBUS001W | 4 | Online Entertainment Management | 81 |
| 4MARK001W | 4 | Marketing Principles | 84 |
| 6PJMN001W | 6 | International Project Management | 88 |
| 4HURM007W | 4 | The Role of the Manager | 91 |
| **PSYCHOLOGY** | | | |
| 4PSYC001X | 4 | Myth and Method in Psychology | 33 |

**SESSION TWO**
Monday 9 July – Thursday 26 July 2018


| Code | Level | Title | Page |
|---|---|---|---|
| **ENGLISH FOR NON-NATIVE SPEAKERS** | | | |
| 4COMM001X | 4 | Communication Skills for the Workplace | 6 |
| **LIBERAL ARTS** | | | |
| 4HIST008X | 4 | Jack the Ripper's London: Myth, Reality, and the London Victorian Metropolis | 19 |
| 4ELIT010W | 4 | Art and Society | 23 |
| 4HIST007X | 4 | Monarchy: A Royal History of London | 26 |
| 4HIST009X | 4 | Londinium to the Blitz: London through its Museums | 30 |
| 4ELIT014X | 4 | Jane Austen: From the Page to the Screen | 42 |
| 4CLST001X | 4 | Working across Cultures in a Global World | 11 |
| 5PSYC001X | 5 | Psychology of City Life | 37 |
| **LAW** | | | |
| 4LLAW016X | 4 | Cinematic Justice | 45 |
| **MEDIA, ARTS & DESIGN** | | | |
| 4TVPR007X | 4 | Television in London | 54 |
| 4IMAG012X | 4 | Photographing the City: London | 59 |
| 4JRNL007X | 4 | London: Cultural Capital of the World | 67 |
| 4JRNL009X | 4 | Multimedia Journalism: The London Experience | 72 |
| **WESTMINSTER BUSINESS SCHOOL** | | | |
| 4BUSS002W | 4 | Entertaining London | 96 |
| 4BUSS003W | 4 | The Business of Sport | 100 |
| 4MARK006W | 4 | The Power of Brands | 104 |
| 6BUSS007W | 6 | International Business | 107 |
| **PSYCHOLOGY** | | | |
| 5PSYC001X | 5 | Psychology of City Life | 37 |

# Communication Skills for the Workplace

| | |
|---|---|
| Module Code | 4COMM001X |
| Module Level | 4 |
| Length | Session One and Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | IELTS 5.5 |
| Assessment | Presentation 50%, Report 50% |

**Summary of module content**

English is the key language for communication in the global workplace. Acquisition of communicative competence and the range of linguistic and intercultural skills necessary to perform in international business will provide students with a competitive edge when entering the job market.

This course will focus on language as a tool for communication in international business rather than general language knowledge. It will enable students from a range of backgrounds to develop both spoken and written skills in a globalised business environment through task-based activities using authentic materials and case studies.

**Learning outcomes**

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

1. Participate effectively in business meetings and produce meeting agendas and minutes
2. Identify intercultural challenges that may impact on communication
3. Produce a range of written forms for business communication
4. Analyse and evaluate the structure and processes of a company using a real-life example and produce a business report
5. Participate in a product pitch / business presentation.

**Course outcomes the module contributes to:**

List of modules available to Study Abroad students.

**Indicative syllabus content**

- Making introductions – cultural awareness in international business communication

- Face-threatening acts and politeness theory – use of direct language, softening phrases and polite requests for effective social interaction
- Skills for electronically mediated communication: telephone skills, communicating via Skype, etc.
- The conventions of and linguistic competence for participation in meetings
- The language of sales and marketing – pitching an idea or product
- Presentation skills for business
- The language of negotiation
- Case-study of a manufacturing business – an overview from concept to production and after-care sales
- Critical thinking skills – analysis and evaluation of a business
- Writing a company report.

**Teaching and learning methods**

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

The methods used in the delivery of the module are student-centred and highly interactive using authentic tasks, business scenarios and case studies.

The course will contain a combination of lectures and interactive workshops so that students are exposed to the theory and practice of international communication. Different learning styles will be addressed through the use of visual media as well as tasks to research and complete online. Student learning will be enhanced through work in pairs and groups. Two weeks (weeks 6 and 12) of non-traditional teaching are scheduled, which will involve practical simulations as well as visits to companies.

**Block-mode (summer Programme)**

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

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | |
| Seminar | Scheduled | 30 |
| Tutorial | Scheduled | 6 |
| Project supervisor | Scheduled | 6 |
| Demonstration | Scheduled | |
| Practical classes and workshops | Scheduled | |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | |
| External visits | Scheduled | 6 |
| Work-based learning | Scheduled | |
| **Total scheduled** | | 48 |
| | | |
| Placement | Placement | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

## Assessment rationale

Assessment will be by coursework.

Coursework 1: Product presentation – students will make a ten-minute oral presentation of a product they have developed for a chosen market (from concept to production) and will include a sales pitch to a potential investor. This will be followed by a Q&A section. (LO 4 and 5).

Coursework 2: Written report – students will write a 1000-1200 word report on the product they have developed, showing an awareness of the conventions for report writing. (LO 1, 2 and 3).

This will develop the students' analytical skills and ability to produce a report in line with accepted conventions.

**Assessment criteria**

1. Linguistic accuracy, range and comprehensibility
2. Ability to critically analyse the processes involved in the production of their chosen product
3. Understanding of the conventions (structure, register and style) of a company report
4. Understanding the conventions of a sales pitch and the language of marketing
5. Quality of presentation (delivery and content).

To pass this module, students are expected to have met the learning outcomes of the module and to secure an overall mark of 40%.

**Assessment methods and weightings**

| **Assessment name** | **Weighting %** | **Qualifying mark %** | **Qualifying set** | **Assessment type (e.g. essay, presentation, open exam or closed exam)** |
|---|---|---|---|---|
| Product presentation | *50* | *30* | | *Written coursework* |
| Company report | *50* | *30* | | *Written coursework* |

**Synoptic assessment**

NA

**Sources**

Nickerson, C. & Planken, B. (2015). *Introducing Business English*. London: Routledge

Jones, Leo (2001) *Working in English*, Cambridge University press, Cambridge

Sweeney, Simon (2012) *English for Business Communication*, Cambridge University press, Cambridge

Reinhart, Susan M (2013) *Giving Academic Presentations* (2nd edition), University of Michigan

Longman Business Dictionary Paper (2007), Pearson Education Limited, London

**Internet sites:**

Business focus: Jacon – manufacturer of textile sewn components

http://www.jacon.co.uk

Macmillan Business

http://www.businessenglishonline.net/resources

Business English Resources

http://www.businessenglishresources.com

British Council (Podcasts on professional topics)

http://www.britishcouncil.org/learnenglish-podcast-profs-line-management.htm

BBC

http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/

Sales Pitches (Dragons Den and The Apprentice (UK)

http://www.youtube.com/watch

**Essential reading list**

Swan, Michael (2009) *Practical English Usage* (3rd edition), Oxford University Press, Oxford

Strutt, Peter (2001) *Market Leader Business Grammar and Usage*, Pearson Education Limited, London

**Journals**:

- *Business and Professional Communication Quarterly* – selected articles
- *English for Specific Purposes* – selected articles
- *International Journal of Business Communication – selected articles*

Table of Contents

# Working Across Cultures in a Global World

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

**Summary of module content**

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

**Learning outcomes**

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

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

**Course outcomes the module contributes to:**

List of modules available to Study Abroad students.

**Indicative syllabus content**

- Learning from and dealing with cultural differences
- Internalised culture and the individual's cultural identity
- Internalised culture versus institutional culture
- The impact of cultural norms and practices
- Cultural awareness
- Cross-cultural comparisons

- Theories of what makes for good intercultural communication
- Team work and cultural interactions
- The success of a cross-cultural team.

**Teaching and learning methods**

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

The methods used in the delivery of the module are student-centred and highly interactive. They are designed to support the students in their analysis of and reflection on various workplace intercultural exchanges. They are also meant to inspire them to further develop their intercultural competence. The course will contain a combination of lectures and interactive workshops. Student learning will be enhanced through work in pairs and groups encouraging them to assess their own intercultural abilities as well as those of others. Two weeks (weeks 6 and 12) of non-traditional teaching are scheduled, which will involve practical simulations as well as visits to companies.

**Block-mode (summer Programme)**

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

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

| | | |
|---|---|---|
| Placement | Placement | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

**Assessment rationale**

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

**Case-study analysis (2000 words)**
The first piece of coursework is an analysis of intercultural incidents in a workplace environment. The assignment will require students to analyse the cultural norms and values that are displayed by the characters. They will also be required to reflect on their own intercultural competences in a similar work context (LO 1, 2 and 3).

**Team-building scenario (2000 words)**
The second piece of coursework is a team-building scenario requiring students to apply the studied theories (i.e. Belbin's team building approach) to a given workplace-situation. They are asked to reflect on the different ways of putting together a successful team for a given task to propose working arrangements that take into account cultural sensitivities (LO 4).

**Assessment criteria**

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

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

**Assessment methods and weightings**

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

| | | | | |
|---|---|---|---|---|
| Team-building scenario | *50* | *30* | | *Written coursework* |

**Synoptic assessment**

NA

**Sources**

Hofstede, Geert (2010) *Cultures and Organizations: Software of the Mind*, Third Edition: Intercultural Cooperation and Its Importance for Survival, McGraw-Hill, London

Hurn, B. and Tomalin B (2013) *Cross-Cultural Communication: Theory and Practice*, Palgrave Macmillan, London

Jandt, Fred E. (2001) *Intercultural Communication*, Sage, London

Lustig, Myron W. and Koester, Jolene (2010) *Intercultural Competence*, Allyn and Bacon, Boston (6th edition)

Lewis, R. (2005) *When Cultures Collide: Leading Across Cultures: Leading, Teamworking and Managing Across the Globe*, Nicholas Brealey Publishing, New York

Schein, E. (2010) *Organizational Culture and Leadership*, John Wiley & Sons, New York

Stangor, Charles (2000) *Stereotypes and Prejudice*, Psychology Press, Philadelphia

Tomalin, B and Nicks M. (2010) *The World's Business Cultures – and How to Unlock Them*, Thorogood, London (2nd edition)

Turner, Charles (2012) *The Seven Cultures of Capitalism: Value Systems for Creating Wealth in the United States, Japan, Germany, France, Britain, Sweden, and the Netherlands*, Doubleday Business, New York

**Essential reading list**

Belbin, M (2010) *Team Roles at Work*, Routledge, London (2nd edition)

Trompenaars, F. and Hampden-Turner C. (2012) *Riding the Waves of Culture: Understanding Diversity in Global Business*, Nicholas Brealey Publishing, New York, (3rd edition).

Table of Contents

# Shakespeare: Themes and Presentation

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|---|---|
| Module Code | 4ELIT015X |
| Module Level | 4 |
| Length | Session One, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | Textual Analysis 40%, Essay 60% |

**Summary of module content**

Examination of a range of the dramatic works of William Shakespeare and of other poetry and drama of the English Renaissance. Considers the context of Shakespearean drama from the sixteenth century to its interpretation and dissemination in the present day, from theatrical practice, the playhouses, acting companies and royal patronage of the Renaissance through to twenty-first century film and television adaptations.

**Learning outcomes**

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

- Demonstrate knowledge of the work of Shakespeare and his contemporaries
- Describe the theatrical practices of the Shakespearean stage and the cultural climate in which it operated
- Analyse the means by which Shakespeare has historically come to occupy a position of centrality in English Literature
- Identify key literary movements in the English Renaissance
- Analyse the literature of the period in relation to cultural, philosophical and theoretical debates
- Analyse the generic and stylistic features of a range of prose, poetic and dramatic texts
- Utilise secondary sources in written discussion
- Communicate effectively in good written English using recognised academic apparatus.

**Indicative syllabus content**

**Week One**

- Writing and Performing in Renaissance England
- The playhouses, the companies, censorship and patronage
- Humanism, history, law and religious conflict – the History plays.

**Week Two**

- Genre (tragedy) from Elizabethan to Jacobean periods.
- Sources, Themes and Issues in Shakespearean and Renaissance drama.
- Theatrical Interpretations, snapshots from1590 – the present.
- Introduction to the Sonnets and textual analysis exercise (1500 words)

**Week Three**

- Power, race, colonization and gender,
- Genre (comedy, late romance and city comedy).
- Shakespeare as Cultural Icon: Interpretations of Shakespeare, 1940 – the present.

**Teaching and learning methods**

The module is delivered via lectures and seminars, which will include a range of activities such as tutor and student presentations, supervised small group work and whole group discussion. There will also be the opportunity to develop skills in close textual analysis. In addition, there will be supervised study visits to The Globe Theatre and relevant sites such as the Museum of London for background information on the English renaissance period. Students are encouraged to independently visit a production at the Open Air Theatre (Regent's Park).

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

| | | |
|---|---|---|
| **Total student learning and teaching hours** | | 200 |

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

**Assessment rationale**

The module is assessed via coursework consisting of a textual analysis exercise and an essay. Both elements of assessment will allow students to demonstrate key skills of literacy and effective communication.

**Assessment criteria**

In the **textual analysis exercise** students are expected to demonstrate that they can:

- Identify the passage of text under consideration
- Locate the passage within the whole text
- Select, comment upon and explain the most significant points in the passage
- Identify particular literary and rhetorical features such as, for example, metaphor, metre or argument
- Communicate in good written English.

In the **essay** students are expected to demonstrate that they can:

- Understand the question set
- Select, utilise and synthesise appropriate material (including secondary sources)
- Show a knowledge and critical understanding of Shakespeare's work in the context of the period and the work of his contemporaries
- Produce a structured essay containing a clear argument that answers the set question
- Communicate in good written English
- Use appropriate scholarly apparatus, including referencing and bibliography.

**Assessment methods and weightings**

| **Assessment name** | **Weighting %** | **Qualifying mark %** | **Qualifying set** | **Assessment type (e.g. essay, presentation, open exam or closed exam)** |
|---|---|---|---|---|
| ***Textual analysis*** | *40* | *35* | | *Analysis (1500 words)* |
| ***Essay*** | *60* | *35* | | *Essay (2500 words)* |

## Sources

### Essential reading list

There are many editions of these plays and poems available, you may use any of them.

| | |
|---|---|
| William Shakespeare | *King John*<br>*The Tempest*<br>*Twelfth Night*<br>*The Sonnets* |
| Christopher Marlowe | *Edward II* |
| John Webster | *The Duchess of Malfi* |
| Thomas Middelton &<br>Thomas Dekker | *The Roaring Girl* |

Table of Contents

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

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

**Summary of module content**

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

**Learning outcomes**

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

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

**Course outcomes the module contributes to:** not applicable

**Indicative syllabus content**

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

- Wealth and poverty
- London as an imperial city

- The social geography of London and class relations
- The economy of Victorian London
- The nature and impact of the Ripper murders
- Representations of the murders then and since.

## Teaching and learning methods

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

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

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

**Assessment rationale**

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

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

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

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

**Assessment criteria**

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

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

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

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

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

- Explain what the document is
- Place it in its historical context

- Comment upon and explain the significant points, references and allusions in the text
- Understand and explain the reliability or otherwise of the documents as a historical primary source
- Summarise its value to the student of late-Victorian London and the Whitechapel murders
- Communicate in good written English.

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

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

### Assessment methods and weightings

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

### Sources

### Essential reading list

Ackroyd, P., *London: The Biography* (2002)
Inwood, S., *A History of London* (1998) and *City of Cities: London 1870-1914* (2005)
Jones, G. S., *Outcast London* (1971)
White, Jerry, *Nineteenth Century London* (2007)

Ackroyd P., 'Introduction' in *Jack the Ripper and the East End* (2008)
Begg P., *Jack the Ripper: The Definitive History* (2002)
Walkowitz, Judith, *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (1992)

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

Table of Contents

# Art and Society

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

**Summary of module content**

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

**NOTE: this module may include additional costs for museum tickets.**

**Learning outcomes**

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

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

**Course outcomes the module contributes to:**

Students will be able to demonstrate:

NA

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

**Indicative syllabus content**

- Iconic buildings and national heritage: St Paul's Cathedral and Westminster Abbey

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

### Teaching and learning methods

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

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

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

### Assessment rationale

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

### Assessment criteria

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

## Assessment methods and weightings

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

## Sources


Michael Archer — *Art Since 1960* London: Thames & Hudson, 2002

Francoise Barbe-Gall — *How to Look at a Painting*, London: Frances Lincoln, 2011

David Britt — *Modern Art: Impressionism to Post-modernism*, London: Thames and Hudson, 1999

Anne D'Alleva — *How to Write Art History*, London: Laurence King, 2010

Andrew Wilton — *Five Centuries of British Painting* London: Thames & Hudson, 2002


## Electronic Resources

http://www.tate.org.uk

Table of Contents

# Monarchy – A Royal History of London

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

**Summary of module content**

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

**NOTE: this module may include additional costs for museum tickets.**

**Learning outcomes**

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

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

**Course outcomes the module contributes to:**

List of modules available to Study Abroad students.

**Indicative syllabus content**

- Study of the role of individual rulers and royal families during key periods in British history, for example, Alfred the Great, the Normans, the Plantagenets, the Tudors, the Stuarts, the Hanoverians and the Windsors

- Consideration of the influence of the monarchy on key themes: diplomacy, international relations, society, culture and science and the UK's place on the world stage
- Study the historical significance of objects such as the Domesday Book and the Magna Carta
- Visits to historical locations, for example, the Tower of London, Windsor Castle, Whitehall Palace, and Westminster Hall
- Walks in and around London to highlight historically relevant buildings, the events associated with them and their significance in historical developments.

**Teaching and learning methods**

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

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

**Block-mode (summer Programme)**

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

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | |
| Seminar | Scheduled | 36 |
| Tutorial | Scheduled | 3 |
| Project/coursework supervisor | Scheduled | |
| Demonstration | Scheduled | |
| Practical classes and workshops | Scheduled | |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | |
| External visits | Scheduled | 9 |
| Work-based learning | Scheduled | |
| **Total scheduled** | | 48 |
| | | |
| Placement | Placement | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

**Assessment rationale**

There are two components to the assessment of this module:

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

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

**Assessment criteria**
The assessment criteria are as follows:

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

**Assessment methods and weightings**

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

**Synoptic assessment**

NA

**Sources**

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

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

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

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

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

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

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

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

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

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

Ashdown, Dulcie, *The Royal Line of Succession*

**Essential reading list**

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

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

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

Table of Contents

# Londinium to the Blitz: London through its Museums

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

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**Summary of module content**

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

**Learning outcomes**

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

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

**Course outcomes the module contributes to:** not applicable

**Indicative syllabus content**

London is one of Europe's greatest cities, with a fascinating history stretching back over two thousand years. Originally built by the Romans, it has endured a long history of war and civil war, fire, famine and plague. It has survived aerial bombardment and terrorism, yet remains a fascinating mosaic of distinct villages, which has given shelter to successive generations of those fleeing persecution and poverty in other lands. It is home to the British monarchy and British parliament, and is the cockpit of British life and culture. This class aims to offer an introduction to a new history of London and to the specialism of ‘public history’, based in part on recent archaeological research and visits to London museums. The class thus aims to provide students with the knowledge and skills to evaluate how and how well the

history of London is presented to audiences of non-historians. The class will examine inter alia:

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

### Teaching and learning methods

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

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

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

### Assessment rationale

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

### Assessment criteria

Presentation:

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

- Understanding of the topic addressed

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

Report:

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

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

### Assessment methods and weightings

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

### Synoptic assessment

Not applicable.

### Sources

### Essential reading list


Ackroyd, Peter — *London: a Biography* (2000)

Gardner, James B. & LaPaglia, Peter S., (eds) — Public history essays from the field (1999)

Inwood, Stephen — *A History of London* (1998)

Kean, Hilda, Martin, Paul & Morgan, Sally J., (eds) — *Seeing history: Public history in Britain Now* (2000)


Table of Contents

# Myth and Method in Psychology

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

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

**Summary of module content.**

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

**Learning outcomes**

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

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

Graduate Attributes these learning outcomes contribute to:

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

**Indicative syllabus content**

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

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

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

**Teaching and learning methods**

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

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 24 |
| Seminar | Scheduled | 20 |
| Tutorial | Scheduled | |
| Project supervisor | Scheduled | |

| | | |
|---|---|---|
| Demonstration | Scheduled | |
| Practical Classes and workshops | Scheduled | |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | 4 |
| External visits | Scheduled | |
| Work based learning | Scheduled | |
| **Total Scheduled** | | 48 |
| | | |
| Placement | Placement | 0 |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

**Assessment rationale**

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

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

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

**Assessment criteria**

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

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

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

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

**Assessment methods and weightings**

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

**Synoptic assessment**

**Sources**

**Essential reading**

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

Other indicative reading:

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

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

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

Table of Contents

# Psychology of City Life

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

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

**Summary of module content**

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

**Learning outcomes**

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

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

Graduate Attributes these learning outcomes contribute to:

GA1 Critical and creative thinkers
GA2 Literate and effective communicator
GA3 Entrepreneurial
GA4 Global in outlook and engaged in communities

GA5 Social, ethically and environmentally aware

**Indicative syllabus content**

Assuming no prior knowledge of psychology, the module introduces students to the nature of psychology as it applies to growing up and living in a large global, city

environment such as London. The module embraces different areas of psychology such as health psychology, cognitive psychology and forensic psychology. The module discusses key psychological theories and concepts to the understanding of real-world social issues of City Life. Specific coverage includes:

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

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

**Teaching and learning methods**

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

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

| | | |
|---|---|---|
| Work based learning | Scheduled | |
| **Total Scheduled** | | 48 |
| | | |
| Placement | Placement | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

**Assessment rationale**

The module is assessed by one group presentation which includes an individual summary from each group member (40%) and a 2,400 word essay (60%).
The presentation assesses the ability of the students to work collaboratively to research and summarise a relevant area of psychological literature as a group task and to present findings to their peers at an appropriate level. The summary allows each student to demonstrate their individual contribution to the development of the group presentation.

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

**Assessment criteria**

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

In the presentation assessment students are expected to:

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

In the essay students are expected to:

- Demonstrate a critical understanding of the key concepts, historical perspectives, theories and debates relevant to understanding the psychology of city life.

- Produce a clearly structured and coherent argument directed towards the essay title.

**Assessment methods and weightings**

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

**Synoptic assessment**

**Sources**

**Essential reading list**

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

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

OR

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

**Additional Reading:**

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

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

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

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

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

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

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

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

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

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

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

Table of Contents

# Jane Austen – From the Page to the Screen

| | |
|---|---|
| Module Code | 4ELIT014X |
| Module Level | 4 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 30% Presentation, 70% Essay |

**Summary of module content**

Screen adaptations of Jane Austen novels.

**NOTE: this module may include additional costs for museum tickets.**

**Learning outcomes**

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

- Identify some of the main features of Austen's work and explain why they are significant
- Carry out an effective analysis in relation to specific passages from work studied
- Explain the contexts of Austen's work
- Demonstrate understanding of selected adaptations of Austen's work and their relationship to Austen's original texts
- Demonstrate competence in the following study skills: classroom presentation, planning an essay, constructing a bibliography, summarising and using critical material, group discussion and critical reflection.

**Course outcomes the module contributes to:** not applicable

**Indicative syllabus content**

Jane Austen is one of the most important writers in the history of the novel and she remains extremely popular. This module examines her complex legacy through consideration of her six major novels, with a specific focus on her first three published works and their screen adaptations – *Sense and Sensibility, Pride and Prejudice,* and *Northanger Abbey*. Students will examine Austen's place in literary tradition, engaging with debates about her style and the way in which her texts respond to a wide range of social and political issues including class relations, education, gender, the family, 'improvement', religion, social mobility, war, revolution and national identity. Informed by an understanding of Austen's work on the page, and the contexts of its creation, 're-writings' of Austen through screen adaptations and mashup/parody novels will be considered and critiqued, underpinning analysis and discussion of Austen's continuing relevance to our own time.

## Teaching and learning methods

The module will take place over 12 seminar sessions of three hours that will include tutor presentations, literary analysis, critical discussion, film screenings and small group work. Supporting material will be available on Blackboard, and students will be given directed reading that will form the basis of analysis and discussion. Visits to sites of interest and relevance to Jane Austen's work will be incorporated into the learning experience.

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 24 |
| Tutorial | Scheduled | |
| Project supervisor | Scheduled | |
| Demonstration | Scheduled | |
| Practical classes and workshops | Scheduled | |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | 6 |
| External visits | Scheduled | 6 |
| Work-based learning | Scheduled | |
| **Total scheduled** | | 48 |
| | | |
| Placement | Placement | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

## Assessment rationale

There are two parts to the module assessment – an in-class presentation and a written essay. The presentation will take place during the course of the module and allow students to combine analytical thinking, public-speaking skills and the use of visual aids to communicate their argument. The essay is designed for students to be able to present their learning in the form of a critical consideration of Austen's work, both on the page and on the screen. Students will have a number of essay questions from which to choose.

## Assessment criteria

Presentation:

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

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

Table of Contents

Essay:

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

- Focused response to the question
- Development of a coherent argument supported by appropriate examples from module texts/screen adaptations
- Evidence of engagement with issues discussed during the course
- Range of research and secondary reading, appropriately referenced.

### Assessment methods and weightings

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | Assessment type (e.g. essay, presentation, open exam or closed exam) |
|---|---|---|---|---|
| ***Presentation (10 minutes)*** | *30* | *30* | | *Presentation* |
| ***Essay (2500 words)*** | *70* | *30* | | *Essay* |
| | | | | |

### Synoptic assessment

Not applicable.

### Sources

### Essential reading list

Jane Austen *Sense and Sensibility* (1811)
*Pride and Prejudice* (1813)
*Northanger Abbey* (1818)

Seth Grahame-Smith *Pride and Prejudice and Zombies* (2009)

Table of Contents

# Cinematic Justice

| | |
|---|---|
| Module Code | 4LLAW016X |
| Module Level | 4 |
| Length | Session One and Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 100% Essay |

**Summary of module content**

Criminal justice has historically proved a valuable source for filmmakers. From *I am a Fugitive from a Chain Gang* (1932) to contemporary films such as *Conviction* (2011) various aspects of criminal justice have been portrayed. In addition to pure fiction real life events such as the imprisonment of the Guildford 4 (*In the Name of the Father*) have formed the basis for dramatic works. This module analyses films illustrating the criminal justice system of the UK and abroad to discover what these portrayals tell the viewer about criminal justice. The module uses the films themselves as the primary source of material coupled with academic commentary.

**NOTE: this module may include additional costs for museum tickets.**

**Learning outcomes**

On successful completion of the module students will have demonstrated:

- The ability to work under direction and take responsibility for their own work in an adaptable, and reflective manner
- A broad knowledge and understanding of how aspects of criminal justice are portrayed in film
- A research strategy that encompasses the identification and selection of a range of authoritative and reliable materials
- Effective interpersonal and communication skills, specifically with regard to written and digital competencies.

**Course outcomes the module contributes to: None**

**Indicative syllabus content**

The exact content of the syllabus will be determined by the material selected for viewing. Topics may include the following with these and other films.

**Prison films**

*Papillon, Bronson, McVicar, the Green Mile, The Hill, Midnight Express, The Shawshank Redemption, Scum, The Great Escape.*

**Criminal trials and lawyers**

*And Justice for All, Suspect, A Time to Kill, A Dry White Season, The Firm, Twelve Angry Men, My Cousin Vinny, Inherit the Wind, Witness for the Prosecution, Judgement at Nuremberg.*

**Police films**

*French Connection, Dirty Harry, The Departed, Mississippi Burning, L.A. Confidential, The Fugitive, The Untouchable, Public Enemies, Serpico, Heat.*

**Vigilante justice**

*Death Wish, Gran Torino, The Boondock Saints, Taxi Driver, Harry Brown, The Brace One, Walking Tall.*

**Miscarriages of Justice**

*10 Rillington Place, The Hurricane, Dance with a Stranger, Let Him Have It*, *In the Name of the Father*, *To Kill A Mockingbird, The Green Mile, The Fugitive, The Thin Blue Line.*

**Teaching and learning methods**

This module runs in a block mode over a period of a number of weeks in a summer Programme. Films will be watched in class and be the primary material supported with directed reading. Time will be set aside for seminar discussion.

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

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

**Assessment rationale**

The 3000-word essay allows students to consider one area of the relationship of film and the law in depth. Students are expected to draw upon visual material in the construction of the work.

**Assessment criteria**

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

**Assessment methods and weightings**

| Name of assessment | Weighting % | Qualifying mark % | Qualifying set | Assessment type (e.g. essay, presentation, open exam or closed exam) |
|---|---|---|---|---|
| ***Essay 3000 words*** | *100* | | | |

**Synoptic assessment**

NA

**Sources**

Course Text

Greenfield, S., Osborn, G., and Robson, P., *Film and the Law* (Cavendish Publishing, 2010).

**Further Reading**

Asimow, M. (ed) (2009), *Lawyers in Your Living Room*, American Bar Association, USA.
Asimow M, Mader S (2004) Law and Popular Culture, Peter Lang Publishing, Inc. New York.
Bergman, P. & Asimow, M. (1996) *Reel Justice - The Courtroom Goes to the Movies* (Andrews and McMeel, Kansas City)
Black, D. (1999) *Law in Film: resonance and representation*, University of Illinois Press, Urbana and Chicago)
Denvir, J. (ed) (1996) *Legal Reelism - Movies as Legal Texts*, University of Illinois Press, Urbana and Chicago.
Gunn, D. (1993) *The Lawyer and Popular Culture,* Rothman.
Harris, T. (1987) *Courtroom's Finest Hour in American Cinema*, The Scarecrow Press, Inc. Metuchen, NJ & London.
Moran L. *et al* (2004) *Law's Moving Image,* Cavendish Publishing.

Rafter, N. (2006) *Shots in the Mirror; crime films and society,* Oxford University Press 2nd Ed.

**Websites**

Jc2m (Journal for Crime Conflict & the Media)
http://www.jc2.co.uk

Journal of Criminal Justice and Popular Culture
http://www.albany.edu/scj/jcjpc

Oklahoma City University Law Review
http://www.okcu.ed/law/lrev.htm#articles
Picture Justice
http://www.usfca.edu/pj

Tarlton Law Library *Law in Popular Culture – Feature Films* (2000) (filmography with just over 600 films listed)
http://tarlton.law.utexas.edu/lpop/legstud.htm
West Virginia University College of Law

Table of Contents

# Print Journalism - The London Experience

| | |
|---|---|
| Module Code | 4JRNL008X |
| Module Level | 4 |
| Length | Session One, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 80% Portfolio, 20% Coursework |

**Summary of module content:**

This module uses London as the focus for a journalism project that explores one of the world's great capital cities from the perspective of an international student and introduces students to the modern magazine business. During this module, students work in groups to develop an idea for a magazine about London, which they then research and write stories for, before going to edit and lay out stories. They end the module by creating a digital dummy of their title. Students learn how to research and write a range of stories and copy for magazines. They develop basic page design skills, coming up with layouts for their own magazine. The magazines they create are print titles – but students will also be encouraged to investigate tablet-based publications, apps and online editions too and to consider the role social media plays in modern magazines.

**Learning outcomes**

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

1. Demonstrate a developing understanding of the editorial approaches of modern print magazines (GA1, GA3)
2. Apply that understanding to the work they do for their magazines so that they create appropriate content, targeted at a specific audience (GA2, GA3)
3. Write a range of lively and effective magazine copy, from features and news to blurbs and cover lines (GA2, GA4, GA5)
4. Demonstrate a developing understanding of magazine design, both in print and for other platforms (GA1, GA2)
5. Apply that understanding in the visual work done for their magazine, from page lay out to use of pictures (GA1, GA2)
6. Fulfil specific editorial roles within a small creative team and work in a professional manner, to tight deadlines (GA2, GA4, GA5)
7. Evaluate the work done on the module – both the group magazine and their individual stories and layouts – and demonstrate a developing awareness of professional approaches (GA1, GA3, GA4, GA5).

**Graduate Attributes these learning outcomes contribute to:**

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

**Indicative syllabus content**

1. Introduction to magazine publishing and London magazines
2. Magazine analysis
3. Developing ideas for magazines
4. Editorial teams and working in groups
5. Magazine features and copy – writing stories that cover current issues and culture in London
6. Writing for a target audience
7. Introduction to InDesign and print page design
8. Developing design ideas – from covers and flat plans to layouts
9. Sub-editing and copy flow
10. Producing the dummy.

**Teaching and learning methods**

Students will be taught in a variety of ways:

- **Whole class workshops, using Powerpoints and audio/video where appropriate** – These sessions mix lectures from the tutors with more hands-on work by students, developing ideas and producing content and stories. Students will at times work in groups and at times individually.
- **Software demonstrations** – These will introduce students to new pieces of equipment or software and give them the chance to try them out with guidance from a tutor.
- **Editorial meetings with groups working on publications** – These will allow groups to develop ideas and plan and co-ordinate production themselves, with guidance from the tutor.
- **Industry speakers –** There may be visits from industry specialists, from writers, editors and publishers to designers, picture editors and advertisers.
- **Tutorials where necessary –** These may be informal one to one discussions during the whole class workshops. They may be more formal affairs, scheduled to help the development of individual writing.

**NB** This module is delivered in burst mode, over a three-week period during the University of Westminster's London International Summer Programme. Students will be taught for four days a week (three half days and one full day of teaching – the latter will focus on going out and gathering stories and then on design and production work). The module will be taught at a central London site. Classroom work will be supported by lecture notes and handouts. Material will be made available via Blackboard.

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

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

**Assessment rationale**

Students are assessed through three pieces of coursework over the duration of the module.

Coursework 1 comprises a portfolio of work done for their magazines. It will include:

- A selection of stories written for the magazine, including one long feature and at least two shorter pieces.
- Layout work done for the magazine, in particular of their own long feature. They must follow the design and house style of their group magazine.
- A production log that details the individual student's contribution to the group magazine and discusses the success of the final publication.

The magazine stories the students submit will test their ability to write a range of magazine copy, to a tight deadline, in an appropriate style and according to the brief agreed with their group. This assessment will measure how much students have met Learning Outcomes 1, 2, 3 and 6. The layout work that students hand in will test their developing design and subbing skills and their ability to work with precision and speed. This will measure students' progress towards Learning Outcomes 4, 5 and 6.

Students' overall contribution to the group publication will also be taken into account when deciding the final mark for this assessment. A student might work as a sub, as a designer, as picture editor, as editor of a particular section, as online editor, as business manager. The role is decided by the team and agreed with the module tutor. This will test students' ability to work professionally as part of a group, to accept production decisions in the right spirit, to exhibit leadership and management skills where required. The production log will give the student a chance to reflect on the experience of working together, identify strengths and weaknesses of the group production, in relation to the original goals and to reflect on the dynamics of editorial teams. This will test whether students have met Learning Outcomes 1, 2, 6 and 7. In terms of word count, students will be expected to write 1000 words for the production log and around 2,000 words in total for the various pieces they write for their magazine.

Coursework 2 is the finished dummy of the magazine developed by a particular group. This will be assessed on the basis of how successful the final magazine is, in terms of the aims set out for it by the students initially, and also in terms of how well it works overall as a publication, how well it reaches its target market/niche and how effective a commercial proposition it is. This tests whether students have met all of the Learning Outcomes of the module. This assessment will receive a group mark – students working in the same group will receive the same mark.

This module contains a significant element of group work. This will be assessed first via observation of the way the groups work together. The production log will also help tutors to evaluate a students' contribution to the group. However, the mark for CWK2 – the group magazine – will be based purely on how effective the finished product is.

There is one formative assessment on this module. As production starts, students will submit first drafts of their long features, which will read by the module tutor, who will offer formative feedback and advice on potential re-writes.

**Assessment criteria**

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

1. That the overall learning outcomes have been met
2. The ability to create work that meets the requirements of a specific brief
3. A developing level of market awareness and the needs of target audiences
4. An ability to create a range of content, from magazine stories to finished layouts, that collectively show a developing understanding of magazine journalism and reflect their experience of London
5. An ability to work individually and in group, to tight deadlines
6. An understanding of current magazine industry practice – both in print and other platforms - and the ability to apply that understanding to their own work
7. A reflective approach to their magazine work.

## Assessment methods and weightings

| Name of assessment | Weighting % | Qualifying mark % | Qualifying set | Closed/open book exam (incl. no of hrs) |
|---|---|---|---|---|
| Coursework 1: Individual portfolio of magazine work | 80% | | | Portfolio |
| Coursework 2: Group magazine | 20% | | | Coursework |

## Sources

### Books


Frost, Chris (2011) *Designing for Newspapers and Magazines* (London: Routledge)

Mark Hanna and Mike Dodd (2014) *McNae's Essential Law for Journalists* (OUP: Oxford)

Losowsky, Andrew (2007) *We Love Magazines* (London: John Brown)

Lupton, Ellen (2010) *Thinking with Type* (New York: Princeton Architectural Press)

McKay, Jenny (2013) *The Magazines Handbook* (London: Routledge)

Morrish, John and Bradshaw, Paul (2011) *Magazine Editing: In Print and Online* (London: Routledge)

Klanten, Robert and Ehmann, Sven (2010) *Turning Pages: Editorial Design for Print Media* (Die Gestalten Verlag)

Klanten, Robert, Ehmann, Sven and Schulze, Franz (2011) *Visual Storytelling* (Die Gestalten Verlag)


### Periodicals

*The Guardian* and other national newspapers, with particular attention to weekend editions of major newspapers, and a selection of leading magazines, including *The Economist*, *Marie Claire*, *Cosmopolitan, GQ, Monocle, Esquire, The New Yorker, Vanity Fair, Wallpaper* and various London magazines, in particular London listings magazines.

Table of Contents

# Television in London

| | |
|---|---|
| Module Code | 4TVPR007X |
| Module Level | 4 |
| Length | Session One and Session Two, Three Weeks |
| Site | Central London and Harrow Campus* |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 80% Multicamera Studio Show, 20% Critical Review |

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

**Summary of module content**

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

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

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

**Learning outcomes**

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

**Knowledge and Understanding**

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

**Professional and Personal Practice**

2. Understand the possible outcomes with regard to long-term career planning (GA1, GA3).

3. Understand both on the analytical skills used and also on own personal development with regard to considering the editorial and production issues (GA1, GA4, GA5).

## Key Transferrable Skills

4. Understand the interaction and relationships within a multidisciplinary team, support or be pro-active in leadership, negotiate fairly and manage conflict (GA2, GA5).

5. Present ideas in a considered manner that is designed to inform and engage (GA2).

**Graduate Attributes these learning outcomes contribute to:**

GA1 Critical and creative thinkers

GA2 Literate and effective communicator

GA3 Entrepreneurial

GA4 Global in outlook and engaged in communities

GA5 Social, ethically and environmentally aware

**Indicative syllabus content**

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

**Teaching and learning methods**

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

Students are expected to complete the assignments through self-managed study time. This includes research, production planning, casting, design and location recces, shooting, editing, documentation and reflection, and should amount to

approximately 152 hours per student in addition to the scheduled/supervised time and include writing a critical review of the programme and module.

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

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

**Assessment rationale**

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

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

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

1. Multi-camera Studio Project – students will be assessed on their ability to produce an 'as for live' studio 'magazine show' combining editorial and craft skills as well as their collaborative and creative contributions to the realisation of the content. An individual's contribution is assessed through observation by the module leader, the individual's written log and analysis of the production process backed up by peer review. This tests Learning Outcomes GA1, GA2, GA3.

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

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

**Assessment criteria**

Studio programme

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

**Summative assessment**

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

**Assessment Methods and Weightings**

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

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

**Reading and Sources**

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

Directors UK, Skillset, BBC College of Production

**Useful Resources: video guides to Studio Production**

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

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

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

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

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

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

**Essential Reading List**

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

Studios: Manchester University Press

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

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

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

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

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

Table of Contents

# Photographing the City: London

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

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

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

**Summary of module content**

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

**Learning outcomes**

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

**Knowledge and Understanding:**

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

2. Demonstrate an awareness and understanding of contemporary photographic practices and methods. This contributes to graduate attribute GA2 as listed below.

**Professional and Personal Practice:**

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

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

**Key Transferable Skills:**

5. Manage working creatively and effectively as an individual with some guidance. This contributes to graduate attribute GA3 as listed below.

6. Critically evaluate their own performance and that of their peers. This contributes to graduate attribute GA2 as listed below.

Graduate Attributes these learning outcomes contribute to:

GA1 Critical and creative thinkers

GA2 Literate and effective communicator

GA3 Entrepreneurial

GA4 Global in outlook and engaged in communities

GA5 Social, ethically and environmentally aware

**Indicative syllabus content**

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

- Feedback is via peer review, critical self-evaluation and individual tutorials.

**Teaching and learning methods**

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

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

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

| **Activity type** | **Category** | **Student learning and teaching hours*** |
|---|---|---|
| Lectures | Scheduled | 8 |
| Guest speakers | Scheduled | 4 |
| Practical classes and workshops | Scheduled | 6 |
| Group critiques | Scheduled | 6 |
| Seminar | Scheduled | 4 |
| Individual tutorials | Scheduled | 1 |

| | | |
|---|---|---|
| Supervised library research | Scheduled | 3 |
| External visits (galleries) | Scheduled | 8 |
| Photo walks | Scheduled | 8 |
| Total scheduled | | 48 |
| Independent study | Independent | 152 |
| Total student learning and teaching hours | | 200 |

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

**Assessment rationale**

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

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

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

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

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

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

Pilot phase (30% weighting)

1. Students are encouraged to use the pilot phase to experiment and find a subject that is of interest to them and fulfils the brief as described in the module guide, and to create an initial project. This approach facilitates the measuring of this

modules learning outcomes numbers 3 and 4 (under the heading ‘professional and personal practice’).

2. Your conceptual engagement with research material, creative response to the brief, coherence of the project and technical control of the production will be demonstrated through the completion of this initial project phase. This will measure this modules learning outcomes 5 and 6 (under the heading ‘key transferable skills’).

3. Your ability to read and understand images of the city will be demonstrated through your blog and the influences you highlight within. This will measure this modules learning outcomes 1 and 2 (under the heading ‘knowledge and understanding’).

Final phase (70% weighting)

1. Students are encouraged to use the final phase to perform a much deeper investigation into the subject matter that was looked at during the pilot phase, to produce a finalised project. This approach facilitates the measuring of this modules learning outcomes numbers 3 and 4 (under the heading ‘professional and personal practice’).

2. Your conceptual engagement with research material, creative response to the brief, coherence of the project and technical control of the production will be demonstrated through the completed project and documentation. This will measure this modules learning outcomes 5 and 6 (under the heading ‘key transferable skills’).

3. Your ability to read and understand images of the city will be demonstrated through your blog and the influences you highlight within. This will measure this modules learning outcomes 1 and 2 (under the heading ‘knowledge and understanding’).

**Assessment criteria**

For each project phase:

- Evidence of research, awareness of the genre and relevant practices
- Conceptual engagement with research material
- Ability to construct a coherent body of photographic work in relation to a specific genre
- Creative response to the brief
- Overall image quality and technical control of the production

- Research blog (Tumblr):
    - Depth of exploration of a range of appropriate sources and practices
    - Evidence of production and development of projects.

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

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

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

**Assessment methods and weightings**

| **Assessment name** | **Weighting %** | **Assessment type** |
|---|---|---|
| ***London Project Pilot Phase*** | ***30*** | ***Project*** |
| ***London Project Final Phase*** | ***70*** | ***Project*** |

**Synoptic assessment**

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

**Sources**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Howarth, S. & McLaren, S., (2010). *Street Photography Now*. London: Thames & Hudson.

Shore, S., (2007). *The Nature of Photographs*, *2nd ed*. London; New York: Phaidon Press

Sontag, S., (1978) *On Photography*, London: Allen Lane.

Stallabress, J. (ed). (2013). *Documentary.* London: Whitechapel Gallery.

Szarkowski, *J. (1978). Mirrors and Windows: American Photography Since 1960*, New York: Museum of Modern Art.

Szarkowski, J. (1966). *The Photographer's Eye*, New York: Museum of Modern Art.

Wells, L., (2009). *Photography: A Critical Introduction, 4th ed*. London: Routledge

Borden, I. Hall, T & Miles, M., (2000) *The City Cultures Reader*, London

Thomson, J., (1994). *Victorian London Street Life in Historic Photographs*, Dover Publications.

Coverley, M., (2010). *Psychogeaography*, Harpenden.

Delaney, H, (2012). *Another London*, Tate.

English, B., (2013). *A Cultural History of Fashion in the 20th and 21st Century: From Catwalk to Sidewalk,* Bloomsbury.

Breward, C. (2004). *Fashioning London,* Bloomsbury.

Sinclair, I. (2007). *London: City of Disappearances.* Hamish Hamilton.

Phillips, M., (2002). *London Crossings: The Biography of Black Britain*.

Merriman, N., (ed) (1993). *The Peopling of London: Fifteen Thousand Years of Settlement from Overseas.*

Carroll, H., (2014). *Read this if you want to take great photographs.* London: Laurence King.

Carroll, H., (2015). *Read this if you want to take great photographs of people.* London: Laurence King.

Barthes, R., (1981). *Camera Lucida.* London: Vintage.

Burgin, V., (1982). *Thinking Photography.* London: Macmillan.

Diprose, G., Robins, J., (2012). *Photography - the new basics: principles, techniques & practice*. London: Thames & Hudson.

Table of Contents

# London: Cultural Capital of the World

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

**Summary of module content**

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

**Learning outcomes**

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

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

**Graduate Attributes these learning outcomes contribute to:**

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

**Indicative syllabus content**

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

**Teaching and learning methods**

Students will be taught in a variety of ways:

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

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

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

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | |
| Seminar | Scheduled | |

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

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

**Assessment rationale**

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

Coursework 1 comprises a portfolio that will include the following:

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

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

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

## Assessment criteria

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

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

## Assessment methods and weightings

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

## Sources

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

Drownedinsound.com
Indielondon.co.uk

**Books**

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

Table of Contents

# Multimedia Journalism: The London Experience

| | |
|---|---|
| Module Code | 4JRNL009X |
| Module Level | 4 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | Coursework: 70% Individual Portfolio, 30% News Day |

**Summary of module content**

This module offers an opportunity to extend and consolidate core journalistic skills – researching, interview and writing news, features and comment – and then develop an understanding of how to apply those skills to create accurate and compelling content for online media. The module uses London as the focus for various multimedia journalistic projects that explore one of the world's great capital cities from the perspective of an international student and introduces students to the different ways online and interactive multimedia technologies are changing journalism. Students build their knowledge of new online media businesses and the more technically complex skills and techniques needed to find work in them. They learn net research, writing and publishing online, working with social media, video newsgathering and the basics of multimedia journalism. They are also introduced to basic online content management techniques and get a chance to demonstrate their skills by producing and publishing a range of online multimedia stories, for their individual blogs and during a news day exercise.

**Learning outcomes**

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

1. Demonstrate a basic understanding of online multimedia journalism in general and its different forms (GA1, GA2)
2. Analyse industry multimedia stories and apply the knowledge gained to their own work GA1, GA2, GA3)
3. Develop their online writing skills and create a range features, news, comment and listings pieces that draw on their experience of London (GA2, GA4);
4. Gain basic technical skills (recording/editing/uploading) in video (GA2);
5. Gain basic skills in publishing on a blog/using simple content management systems (GA2, GA4, GA5)
6. Work together individually and in groups, producing stories to tight deadlines (GA2, GA4, GA5)
7. Evaluate their own performance as journalists and demonstrate a developing awareness of professional approaches (GA1, GA3, GA5).

**Graduate Attributes these learning outcomes contribute to:**

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

**Indicative syllabus content**

1. Online multimedia journalism – different online story types and how to write them
2. Reporting assignments in chosen parts of London, exploring current issues of importance and interest
3. Covering the cultural and social scene in London
4. Recording, scripting, editing and uploading video
5. Vox pops, pieces to camera/video diaries/voice pieces/video blogging
6. Blogging – basics of writing online, linking, engaging an audience via social media
7. Working with content management systems and managing production workflows
8. Multimedia packages – combining text, still images, video and audio in single stories
9. Writing and reporting assignments, conducted in a realistic newsroom environment using real-time events
10. How to critically reflect on their own performance and that of others.

**Teaching and learning methods**

Students will be taught in a variety of ways:

- **Whole class workshops, using Powerpoints and online audio/video where appropriate** – These sessions mix lectures from the tutor with more hands-on work by students, developing ideas and producing content and stories.
- **Software demonstrations** – These will introduce students to new pieces of equipment or software or new online tools and give them the chance to try them out with guidance from a technical tutor.
- **Tutorials where necessary –** These may be informal one to one discussions during the whole class workshops. They may be more formal affairs, scheduled to help the development of individual projects, either one to one or in small groups.

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

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

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

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

### Assessment rationale

Students will be assessed by coursework on this module.

For CWK1, they will produce a portfolio of their own individual work on an individual blog – news stories, features, opinions pieces, pictures and video. This work will demonstrate their ability to engage with the teaching, to acquire new skills, both conceptual and technical, and to apply those skills to create journalism that demonstrates a developing understanding of the potentials of online multimedia. Alongside their journalistic work, students must include in the portfolio a reflective log that covers the work done in the class, their individual blog and the news day exercise. It will enable assessors to determine the extent to which they have developed both new technical and craft skills and the ability to apply those skills to create more complex forms of online multimedia. This assignment will help to assess whether students have meet Learning Outcomes 1, 2, 3, 4, 5, 6 and 7.

For CWK 2, students will work in small teams on a news day exercise, creating stories for a group blog covering an aspect of London life. They will create stories for the site, gather video material and take pictures and use all this on their blog. Students will be assessed on their individual work, on the role they play and their input to the team project plus the overall standard of the work produced by the group. This assessment will test students' understanding of multimedia and online journalism and allow them to demonstrate the new technical and conceptual skills they have developed. It will help assess whether they have met Learning Outcomes 1, 2, 3, 4, 5 and 6.

CWK 2 is a group project. This will be assessed via tutor observation of the group on the news day, by individual contributions to the group project and via the reflective log submitted as part of CWK1, in which students will be asked to document their contribution to the news day exercise and to reflect critically on group dynamics and organisation.

There is a formative assessment on this module – students will publish a first story on their blogs, early in the module run and receive formative feedback from the module tutor. This will help with the work they subsequently do for CWK1.

**Assessment criteria**

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

1. That the overall learning outcomes have been met
2. A developing ability to create work that meets the requirements of a given brief
3. An understanding of current industry approaches to multimedia journalism and an ability to apply that understanding to their work
4. Basic technical and conceptual skills in online video
5. An ability to use blogs/content management systems to create content and stories that show a developing understanding of the potentials of online multimedia and reflect their experience of London
6. An ability to work individually and in group, to tight deadlines
7. A reflective approach to their online/multimedia work.

**Assessment methods and weightings**

| **Assessment name** | **Weighting %** | **Qualifying mark %** | **Qualifying set** | **Assessment type (e.g. essay, presentation, open exam or closed exam)** |
|---|---|---|---|---|
| ***CWK1 Individual Portfolio*** | *70%* | | | |
| ***CWK2 News Day*** | *30%* | | | |

## Sources

### Essential reading list

Allan, S, *Online News: Journalism and the internet* (Open University Press 2006)
Jenkins, H, *Convergence Culture* (New York University Press 2006)
Nielsen, J, *Prioritising Web Usability* (New Riders 2006)
Wilkinson, J. S. *Principles of Convergent Journalism* (OUP USA 2012)
Bull, A, *Multimedia Journalism: A Practical Guide* (Routledge, 2010)
Bradshaw P & Rohumaa L, *The Online Journalism Handbook* (Longman 2011)
Phillips, A *Journalism in Context* (Routledge 2014)
Briggs, M *Journalism Next: A Practical Guide to Digital Reporting and Publishing* (CQ Press 2013)
Meikle, G and Redden, G *News Online: Transformations and Continuities* (Palgrave Macmillan 2010)

### Online

The websites of the key British national newspapers
The websites of key news media organisations (e.g. The BBC, Sky News, ITV, CNN, The New York Times)
International news magazines (the Economist, Time, Newsweek) and their websites

BASIC Principles of Online Journalism – an excellent introduction on Paul Bradshaw's Online Journalism blog:
http://onlinejournalismblog.com/2008/02/14/basic-principles-of-online-journalism-b-is-for-brevity/

Table of Contents

# Destination London

| | |
|---|---|
| Module Code | 4TOUR008X |
| Module Level | 4 |
| Length | Session One, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 70% Individual Report, 30% Team Work |

**Summary of module content**

This programme provides an in-depth exploration of London as one of the world's leading tourism and event destinations. The module focuses on the development of London as a destination, its resources for tourism and events, the type of tourism and events that London attracts, their impacts and how they are managed. The module combines learning sessions with visits to relevant sites and talks from industry practitioners, giving students a detailed and holistic understanding of London as a tourism destination.

**Module aims**

The module aims to provide students with detailed understanding of the development of London as a successful tourism and event destination, the impacts of tourism and events on the city and how they are managed.

**Learning outcomes**

By the end of the module, students will be able to:

1. Describe the key resources for tourism and events in a destination and their prevalence in London
2. Explain London's development as a tourism and event destination
3. Identify the main impacts of tourism and events in destinations and evaluate their impacts in London
4. Explain how the impacts of tourism and events can be managed and the methods that are used in London
5. Collaborate effectively to present research findings.

**Course outcomes the module contributes to:**

L4.1 Draw from a range of disciplinary approaches to describe principles of tourism and events management.

L4.3 Describe the characteristics of events and tourism exploring its range of structures and professional roles.

**Indicative syllabus content**

1. Understanding destinations – the 4As, destination development models, types of tourism and events, the characteristics of urban destinations
2. The economic, environmental and socio-cultural impacts of tourism on destinations and common management techniques
3. London as a visitor destination – history/trends/issues/components
4. Transport modes in the destination – air, rail, road and water modes of visitor transportation
5. Cultural attractions in the city - museums and heritage attractions, parks and markets
6. Cultural events in the city – venues
7. Off-the-beaten-track tourism in the city – developing new areas for tourism – a study of Hackney
8. Business tourism in the city – conferences, meetings and exhibitions
9. The accommodation sector – hotels, B&Bs and peer-to-peer accommodation
10. The Olympic legacy – harnessing the value of a mega-event
11. Marketing the city destination – the role of destination marketing.

Site visits to explore the destination including visits (to include a museum, Olympic Park, an accommodation provider, Southbank attractions and a Royal Park)

**Teaching and learning methods**

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 18 |
| Seminar | Scheduled | 6 |
| Tutorial | Scheduled | |
| Project supervisor | Scheduled | |
| Demonstration | Scheduled | |
| Practical classes and workshops | Scheduled | 12 |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | 12 |
| External visits | Scheduled | |
| Work-based learning | Scheduled | |
| **Total scheduled** | | 48 |
| | | |
| Placement | Placement | |

| | | |
|---|---|---|
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

## Assessment rationale

The module is assessed in two ways – a team presentation and an individual report. The team presentation presents the findings of a collaborative task researching the impacts of tourism and events in London, addressing learning outcomes 3 and 5. The individual report develops from the team presentation and requires students to explain how the impacts of tourism are managed, addressing learning outcomes 1, 2 and 4.

## Assessment criteria:

1. Relevant to the question, logically structured and clearly argued
2. Understanding of concepts and practice related to tourism and event impacts in London
3. Use of relevant academic literature, supported by accurate referencing
4. Standard of presentation. Information and arguments presented in a clear, accurate and interesting manner
5. Effective collaboration in a team (coursework 1).

## Assessment methods and weightings

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | Assessment type (e.g. essay, presentation, open exam or closed exam) |
|---|---|---|---|---|
| ***Team work*** | *30* | *30%* | | *Team presentation* |
| ***Individual report*** | *70* | *30%* | | *Report* |
| | | | | |

## Sources


Davidson, R. Maitland, R. (1997) *Tourism Destinations*, Hodder and Stoughton, London

Hall, C.M. Lew, A. (2009) *Understanding and Managing Tourism Impacts* Routledge, Abingdon

Inkson, C. and Minnaert, L. (2012) *Tourism Management An Introduction* London, Sage Chapters 7, 8, 9, 10, 11 and 12

Mason, P. (2015) *Tourism Impacts, Planning and Management* Routledge, Abingdon

Morrison, A. (2013) *Marketing and Managing Tourism Destinations* Routledge, Abingdon

**Essential reading list**

Boniface, B.G. Cooper, C. (2004) *Worldwide destinations: the geography of travel and tourism,* Butterworth Heinemann

Buhalis, D. (2000) Marketing the Competitive Destination of the Future *Tourism Management Vol. 21 pp97-116*

Butler, R. (a) (ed) (2006) The *Tourism Area Life Cycle vol. 1*, Channel View Publications

Butler, R. (b) (ed) (2006) *The Tourism Area Life Cycle vol. 2*, Channel View Publications

Dwyer, L. Kim, C. (2003) Destination Competitiveness: Determinants & Indicators, *Current Issues in Tourism*, Vol. 6, No. 5. pp369-414.

Faulkner, B. Moscardo, G. Laws, E. (eds) (2000) *Tourism in the 21st Century – Lessons from Experience,* Continuum, London

Kolb, B. (2006) *Tourism Marketing for Cities and Towns: Using Branding and Events to Attract Tourism* Oxford, Butterworth-Heinemann

Kozak, M. (2011) *Managing and Marketing Tourist Destinations – Strategies to Gain a Competitive Edge* London, Routledge

Morgan, N. Pritchard, A. Pride, R. (2002) *Destination Branding – Creating the Unique Destination Proposition* Elsevier, Oxford

Papatheodorou, A. (2006) *Managing Tourism Destinations* Northampton MA, Edward Elgar

Pearce, D. (1989) *Tourist Development* Longman, Harlow

Ritchie, J.R.B. Crouch, G.I. (2003) *The competitive Destination: A sustainable tourism perspective* CABI Oxford

Table of Contents

# Online Entertainment Management

| | |
|---|---|
| Module Code | 4EBUS001W |
| Module Level | 4 |
| Length | Session One, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 50% Academic Report, 50% Portfolio |

**Summary of module content**

Online technology has altered how many industries operate in the modern business environment. One of the industries that has changed most is the entertainment industry, this module will explore how online technologies have effected this industry and what lessons can be learnt for other industries.

**Learning outcomes**

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

1. Outline and evaluate the core characteristics of online entertainment solutions
2. Demonstrate understanding of the concept of the long tail when looking at the use of online content within the entertainment industry
3. Evaluate the technologies underpinning online content within the entertainment industry
4. Describe the ethical and legal issues associated with online content within the entertainment industry
5. Demonstrate an understanding of how the ongoing changes in online technologies have altered the ways in which organisations operate and generate revenue.

**Course outcomes the module contributes to:** As an Elective does not contribute directly to course outcomes, but helps contextualise these.

**Indicative syllabus content**

1. Online entertainment management
    a. Requirement/business case development
    b. Solution generation
    c. Implementation
    d. Control and maintenance.

2. Types of online entertainment
    a. Digital downloads (different models – downloads, streaming, free/pay)
    b. Online gaming
    c. Online Video content (e.g. Netflix, YouTube, BBC iPlayer, iTunes etc.)
    d. Online Audio content (e.g. iTunes, Last.Fm, spotify etc.)

    e. Online Social Entertainment (e.g. YouTube, Last.Fm, Facebook, twitter etc.)
3. Online entertainment content as a marketing tool
4. Gamification
5. Blurring of technologies and platforms
6. Mobile Apps
7. Ethical issues of online entertainment
8. Legal considerations of online entertainment.

**Teaching and learning methods**

Lectures will be used to outline the main concepts within the module (see indicative syllabus content). The lecture content will be supplemented by the use of seminars, case studies and multimedia resources. A number of formative learning opportunities will be provided through the seminars/workshops/feedback within the module.

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 24 |
| Workshops | Scheduled | 6 |
| Formative feedback | Scheduled | 6 |
| **Total scheduled** | | 48 |
| | | |
| Independent study | Independent | 100 |
| Assessment | Independent | 51 |
| **Total student learning and teaching hours** | | 200 |

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

**Assessment rationale**

Assessment will be by both end-of-module and in-course assessment.
In the in-course assessment will take the form of an individual portfolio, where the student will have the opportunity to be creative and innovative in the arena of online entertainment (for example, mobile app concept development).

In the end-of-module assessment, students will have the opportunity to demonstrate: the depth of their understanding of the relevant theories; and their ability to critically evaluate, innovate and solve operational related problems in business using online entertainment concepts and technology.

**Assessment criteria**

The assessment criteria will be balanced for each element but will include the following:

1. Level of analysis
2. Application of theory and practice
3. Originality of thought and argument
4. Understanding of technical concepts.

In order to achieve a pass within this module, the student is expected to have met the learning outcomes of the module and completed the module assessment to a good level. In order to gain a module grade higher than 60% the student is expected to show a deeper level of understanding and demonstrate innovation in their awareness of how the material covered within this module could be applied.

**Assessment methods and weightings**

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | Learning Outcome | Assessment type |
|---|---|---|---|---|---|
| ***Development portfolio*** | *50* | *30* | *n/a* | *1,2, 5* | *Portfolio (concept development plus a 1000 words piece of work)* |
| | | | | | |
| ***Academic report*** | *50* | *30* | *n/a* | *1,2,3,4,5* | *Academic report (2000 words)* |

**Synoptic assessment**

n/a

**Sources**

Anderson, C. (2009). *The Longer Long Tail*. Random House, London.
Barnes, S. (2007). *E-commerce and V-business: Digital enterprise in the twenty-first century*, Butterworth-Heinemann, Oxford.
Chaffey, D. (2015). *E-Business and E-Commerce Management*. Prentice Hall, Harlow.
Essential reading list
Chaffey, D. (2015). *E-Business and E-Commerce Management*. Prentice Hall, Harlow.

Table of Contents

# Marketing Principles

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

**Summary of module content**

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

**Learning outcomes**

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

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

**Course outcomes the module contributes to:**

BA Business Management

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

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

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

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

**Course outcomes the module contributes to:**
BA Entrepreneurship

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

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

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

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

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

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

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

**Assessment rationale**

The assessment for this module consists of two components, a group presentation and an individual report, which are designed to assess students' understanding of and ability to apply the marketing concepts and principles covered in the module and their application to the marketing management process. The assessment is also designed to evaluate students' ability to communicate the structure information effectively in writing in a report and orally in a group presentation, reflecting workplace practice in real-life organisations. Discussions will be carried out in seminars on the progress of coursework to give students formative feedback throughout the semester.

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

**Assessment criteria**

The group presentation assesses learning outcomes:

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

The individual written report assesses learning outcomes:

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

**Assessment methods and weightings**

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

**Synoptic assessment**

*n/a*

**Sources**

**Essential reading list**

**Core Textbook:**

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

**Recommended Textbooks:**
Kotler P., Armstrong G., Wong V. & Saunders J.A. (2015) *Principles of Marketing*. (16th ed.) Global edition. London: Pearson.
Hackley, C. (2011) *Marketing: A Critical Introduction*. London: SAGE Publication Ltd.
Hackley, C. (2013) *Marketing in Context: Setting the Scene*. London: Palgrave Macmillan.

**Supplementary Journals:**
Journal of Marketing
European Journal of Marketing
International Journal of Market Research
Journal of Academy of Marketing Science
Journal of Consumer Research
Journal of Advertising

**Supplementary Magazines and Trade Press:**
Marketing Week
Marketing
Mintel Reports
Advertising Age
Advertising Weekly
The Economist
Campaign

**Additional reading will be posted on Blackboard**

Table of Contents

# International Project Management

| | |
|---|---|
| Module Code | 6PJMN001W |
| Module Level | 6 |
| Length | Session One, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 75% Case Study, 25% Country Assessment |

**Summary of module content**

The module focuses on the issues surrounding the management of international projects. This is achieved by providing a fundamental understanding of project management and how projects are managed in an international context.

**Learning outcomes**

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

- Critique theoretical frameworks and apply to practice in an international context
- Evaluate country risk and its impact on project selection and management
- Critically evaluate organisational cultures that encourage creativity, innovation and risk acceptance in the context of the management of international projects
- Evaluate options within a range of situations in conditions of limited knowledge or uncertainty
- Critically evaluate the risk management strategies that project managers adopt to help organisations succeed in an uncertain or turbulent environment in an international context
- Critically evaluate from a cross-cultural perspective the commercial and behavioural issues influencing the management of international projects.

**Course outcomes the module contributes to**

**L6.5** Engage in debate in a sophisticated, professional manner in English using communication and cultural understanding to influence and convince others (KTS).

**L6.6** Work effectively as a member of an international team, negotiating in a professional manner, managing conflict, and mentoring group members (KTS).

**Indicative syllabus content**

- Introduction to International Project Management
- Evaluating country risk and its impact on project selection and management;
- Managing Time, Cost, Scope, Quality, Benefits and Risk in international projects
- Leadership of international projects
- Managing, communicating and controlling international projects

- Recruitment and staffing of international projects
- The wider context of stakeholder analysis in international projects
- Cross cultural teamwork and leadership issues.

**Teaching and learning methods**

Teaching methods will include formal lectures, as well as discussions, seminars and the use of case studies. The students will also develop the student's practical project management skills through a series of in-class and out-of-class tasks.

| **Activity type** | **Category** | **Student learning and teaching hours*** |
|---|---|---|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 24 |
| Simulation | Scheduled | 12 |
| **Total scheduled contact/activity hours** | | **48** |
| | | |
| Structured independent study | Independent | 40 |
| Module- and course-based general study | Independent | 44 |
| Working on and taking assessments | Independent | 68 |
| **Total independent study hours** | | **152** |
| | | |
| **Total student learning and teaching hours** | | **200** |

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

**Assessment rationale**

The assessment has been developed to assess the learning outcomes of the module, to provide students with a chance to develop a rigorous and carefully developed piece of work and to gain a first-hand understanding of the issues involved in organizing, planning and controlling a project within an international context. The seminar activity will involve a range of exercise that will provide formative learning opportunities. The project management simulation will also provide a formative learning opportunity about how to manage projects and understand how projects in an international context differ from traditional national projects.

The Country Assessment (25%) allows students to discuss and evaluate particular aspects of international project management, based on a realistic case study applied within the country.

The Case Study Report (75%) is a 3000-word report on a research topic in international project management and its effect in a practical environment using a specified case study.

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

**Assessment criteria**

In order for a student to pass this module the student must demonstrate that they have a sound understanding of the application of academic theories and concepts

relating to project management and of the management methodologies that could be employed to manage a project in a single overseas location or a multinational project in various locations in a modern business environment. In order for a student to gain a high mark (first class) the student needs to demonstrate a deep level of understanding of the material covered within the module and show that they have the ability to apply the knowledge gained within a multi-disciplinary, multi-cultural project environment.

For the Country Assessment, marks will be awarded for the: quality of critical insights; application of academic theories & concepts; structure, clarity and presentation of the argument.

For the Case Study Report, marks will be awarded according to the quality of the: use of secondary research sources; analysis; strategic options identified; final recommendations; and the overall professional report structure.

**Assessment methods and weightings**

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | LOs | Assessment type |
|---|---|---|---|---|---|
| ***Country assessment*** | *25* | *30* | *n/a* | *1,2,4,6* | *Report (1000 words)* |
| ***Case study*** | *75* | *30* | *n/a* | *1,3,4,5,6* | *Report (3000 words)* |

**Synoptic assessment**
This module does not contribute formally to the assessment of learning outcomes of other level 6 core modules; however it facilitates integration of the students' learning at this level.

**Sources**

**Essential Reading List**
Cleland, David I. & Gareis R. (2006) *Global Project Management Handbook: Planning, Organizing and Controlling International Projects*. (2nd ed.) New York: MGraw-Hill.
Koster, K. (2010) *International Project Management*. London: SAGE Publications. [Available Online]

**Further Reading:**
Larson, Erik W. & Gray, Clifford F. (2014) *Project Management: The Managerial Process*. (5th ed.) New York, U.S.: International Edition McGraw-Hill.

**Websites:**
Hofstede's webpage: www.geerhofstede.coms

**Periodicals:**
*International Journal of Project Management* (Journal of the European International Project Management Association).
*Project Management Journa*l (Journal of the Project Management Institute PMI).

Table of Contents

# The Role of the Manager

| | |
|---|---|
| Module Code | 4HURM007W |
| Module Level | 4 |
| Length | Session One, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 50% Report, 50% In-Class Test |

**Summary of module content**

This module is intended to prepare students for supervisory and managerial roles and, as such, deals with the core skills involved in management. These include delegation, managerial & leadership styles, motivation; chairing meetings, workplace counselling, staff development, identifying and managing conflict and negotiating skills.

The module aims to help students identify how people become managers, what the role of the manager is and how to maximise their effectiveness in that role. Real-life examples are offered throughout, with the variations in styles of management and leadership required by different organisations and different cultures taken into consideration.

**Learning outcomes**

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

- Explain the role of the manager
- Identify routes into management and the managerial roles that they are likely to occupy in the future
- Explain the strategies that organisations can adopt to ensure that managers are effectively selected, developed and monitored with organisations
- Identify and apply in appropriate situations general line management skills e.g. problem diagnosis & resolution, delegation, managerial style, staff motivation, chairing meetings, staff counselling, staff development, grievance and disciplinary handling, identifying and managing conflict and negotiating skills
- Explain how managerial skills can be integrated with organisational activity as a whole.

**Course outcomes the module contributes to: not applicable; cross-course offering.** An elective does not contribute directly to course outcomes but helps contextualise these.

**Indicative syllabus content**

- Managers and their backgrounds – The nature of management. How people become managers. The conflict between specialist and managerial activity.
- Research techniques – collecting information about management.

## Communication

- The manager's job: activity versus effectiveness. Delegation. The nature of delegation. Skills of delegation. Obstacles to effective delegation. Empowerment.
- Communication and Organisational Structures: The factors that determine organisational structure; consequences of poor structures; the extent to which these structures work as intended. General developments in the public and private sector.
- Managerial style: Trends in managerial style. Options in managerial style. Organisational factors. The impact of national culture on managerial style and communication. Evaluation of managerial style. The contingency approach to management.
- Conflict at Work: Identifying and Managing Conflict Stress – the skills of negotiation.
- Recruitment and Selection: establishing appropriate selection criteria; assembling relevant and appropriate information about candidates; structuring and conducting an effective selection interview; equal opportunities and diversity policies.
- Workplace Counselling Skills: The role of the manager and the nature of and need for counselling. Specific skills including referral to specialist agencies. Handing Grievances using workplace counselling skills for both customers and employees.
- Handling Disciplinary situations: the objectives of disciplinary policies in an organisation; preventing disciplinary problems; responsibilities of the line manager; handling disciplinary and performance issues informally when appropriate.

## Teaching and learning methods

A mixture of lectures, tutorials, workshops, skills development and case study analysis.

| **Activity type** | **Category** | **Student learning and teaching hours*** |
|---|---|---|
| Lecture | Scheduled | 25 |
| Seminar | Scheduled | 25 |
| **Total scheduled activity hours** | Scheduled | **50** |
| Structured independent study | Independent | 42 |
| Module- and course-based general study | Independent | 42 |
| Working on and taking assignments | Independent | 66 |
| **Total independent study hours** | **Independent** | **150** |
| **Total student learning and teaching hours** | | **200** |

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

**Assessment rationale**
The purpose of the investigative report is to give students an opportunity to explore the experiences of two managers and to compare their empirical findings to a relevant theoretical model. The purpose of the case study used in the in-class test is to give students an opportunity to apply the skills of diagnosis and problem solving that have been developed during seminars.

**Assessment criteria**
In the investigative report, the students will be judged according to their ability to:

- Carry out interviews with two managers and compare their experiences
- Write a report on their findings with a good quality discussion: is the argument coherent and does it follow a logical structure?
- Use correct spelling, punctuation and grammar
- Make appropriate references to reading
- Use evidence to underpin any points that are being made
- Design an appropriate questionnaire.

In the in-class test, students will be judged according to their ability to:

- Identify the key organisational issues in a case study, and any managerial problems; and suggest solutions to the problems that have been identified
- Present a coherent argument and a logical structure
- Use the problem solving cycle in their analysis
- Refer to the reading and relevant theories learnt in the module
- Use evidence from the case study to underpin any points that are being made.

**Assessment methods and weightings**

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | LOs | Assessment type |
|---|---|---|---|---|---|
| ***Investigative report*** | *50* | *30* | *n/a* | *1-2* | *Report (2000 words)* |
| | | | | | |
| ***In-class test – case study*** | *50* | *30* | *n/a* | *1,3-5* | *In-class test (1½ hours)* |

**Synoptic assessment**
Not applicable

**Sources – some reading material and video can be found on module Blackboard site.**

**Essential Reading**
Cotterrell, Stella (2013) *The Study Skills Handbook*: London Palgrave Macmillan
Rees, W. D and Porter, C. (2015) *Skills of Management and Leadership*, London: Palgrave Macmillan.

Supplementary Reading

Advisory, Conciliation and Arbitration Service (ACAS) (2014), *Asking and responding to questions of discrimination in the work place*. Acas guidance for job applicants, employers and others about discrimination related to the Equality Act 2010.

Belbin, R. Meredith (2010), *Management Teams – Why They Succeed or Fail,* 3rd edn. Butterworth Heinemann.

Birkinshaw, Julian (London Business School) (2013), *Becoming a Better Boss – Why Good Management Is so Difficult.* Jossey-Bass.

Daniels, Kathy and Lynda Macdonald (2005), *Equality, Diversity and Discrimination – A Student Text.* UK: Chartered Institute of Personnel and Development.

Dick, Penny and Ellis, Steve (2005), *Introduction to Organizational Behaviour*, 3rd edn., McGraw-Hill Education.

Fisher, Roger, William Ury and Bruce Patton (2011), *Getting to Yes, Negotiating an Agreement Without Giving In,* 3rd ed., Perfect Paperback Publishing, UK.

Fox, Alan (1965), *Industrial Relations and Industrial Sociology,* Research paper no. 3, Royal Commission on Trade Unions and Employers Associations, London: HMSO.

Franklin, Loretta (2003), *An Introduction to Workplace Counselling – A Practitioner's Guide,* Palgrave Macmillan.

Giuliani, Rudolph W. (2002), *Leadership,* Little Brown.

Hughes, Mark (2010), *Change Management: A Critical Perspective,* 2nd edn., CIPD.
Mead, Richard and Tim G. Andrews (2009), *International Management*, Wiley.

Meredith, Jack R. and Samuel J. Martel (2012), *Project Management – A Managerial Approach,* 8th edn., Wiley.

Northouse, Peter (2013), *Leadership – Theory and Practice*, 6th edn., Sage.

Porter, Christine and W. David Rees (2012) The Managerial Gap and how coaching can help, *International Coaching and Psychology Review* (The British Psychological Society), Vol. 7, No. 1, pp. 64–71.

Sheldrake, John (1996), Management Theory from Taylorism to Japanization in *Elton Mayo and the Hawthorne Experiments,* International Thomson Business Press.

Storey, John (ed.) (2010), *Leadership in Organizations: Current Issues and Key Trends,* 2nd edn., Routledge.

Rees, W. David (1997), Managerial Stress – Dealing With Causes, Not the Symptoms, *Industrial and Commercial Training*, Vol. 29, No. 2, pp. 25–30

Rees, W. David and Christine Porter (2006), Corporate strategy development and related management development – the case for the incremental approach, Part 2 – implications for learning and development, *Industrial and Commercial Training*, Vol. 38, No. 6.

Roberts, Gareth (2005), *Recruitment and Selection,* 2nd edn., UK: Chartered Institute of Personnel and Development.

Table of Contents

# Entertaining London

| | |
|---|---|
| Module Code | 4BUSS002W |
| Module Level | 4 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 50% Report, 50% In-Class Test |

**Summary of module content**

London is one of the entertainment centres of the world. It is home to world-class theatres, music venues, museums, galleries, festivals and much else. A varied 'cultural' sector is essential for a world city; it generates income, builds creativity and attracts tourists and other visitors. This module covers the business of entertainment – its funding, management and marketing, and the role played by private, non-profit organisations and government in its provision.

**Learning outcomes**

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

1. Compare and contrast the position of London as a centre of culture and entertainment with that of other world cities, using secondary data
2. Demonstrate awareness of the importance of the creative industries for London's economy
3. Demonstrate knowledge of London entertainment and cultural institutions (theatre, music venue, museum, gallery etc.) from a business point of view, including their sources of funding, business models and performance
4. Present, orally and in writing, as part of a group, an effective and convincing briefing report on an entertainment venue or cultural institution in London
5. Utilise and interpret primary data gathered from fieldwork (interviews or surveys), recognising their reliability and limitations.

**Course outcomes the module contributes to:** an elective does not contribute directly to course outcomes but helps contextualise these.

**Indicative syllabus content**

- Introduction: the importance of culture, entertainment and the creative industries for the London economy
- The business of culture and entertainment: ownership structures and management 'models'
- The 'market' for culture and entertainment: supply, demand and pricing;
- The Royal Opera House: the contested role of government in the entertainment industry
- London's Theatres: from the South Bank to the West End
- Museums: the British Museum and the Museum of London
- Galleries: the Tate Modern and the National Gallery

- Tourist London: Madame Tussauds and the London Eye
- The Notting Hill Carnival: managing a cultural event.

**Teaching and learning methods**

This module begins with a set of six weekly lectures outlining the importance of the cultural and entertainment industry, and individual sub-sectors (i.e. theatres, museums, galleries etc.), to the London economy in terms of the value they generate (both financial and intrinsic), the employment they support and the tourists (and other visitors) they help to attract. Associated seminars will focus on the analysis of 'real' data relating to the make-up of and trends in the 'creative economy' – both production and consumption activities – and on business profiles of individual entertainment sectors, in order to encourage students to build up an informed picture of the field of study of the module. Classroom sessions will be supplemented by external visits to one or more entertainment venues or cultural institutions.

The second half of the module switches the emphasis to more active, enquiry-led student learning; as part of this, students (in groups) will be expected to undertake field research and/or gather primary data (via interviews or surveys etc.). The groups will be allocated one entertainment venue or cultural institution and will be required to *produce a briefing report* investigating the underlying business model(s) that characterises it highlighting any strengths or weaknesses and outlining the threats it faces and the opportunities available.

Formative tasks will be an integral part of the module. Students will be required to present their findings from secondary and primary data collection and/or analysis as part of seminar sessions at various points in the module and can expect peer and tutor feedback on this. The VLE will be also be used to provide regular formative feedback on progress with the briefing report, supplemented by face-to-face group tutorial meetings.

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 18 |
| Fieldwork | Scheduled | 12 |
| External visits | Scheduled | 6 |
| **Total scheduled** | | **48** |
| Structured independent study | Independent | 54 |
| Module- and course-based general study | Independent | 42 |
| Working on and taking assessments | Independent | 56 |
| **Independent study** | | **152** |
| **Total student learning and teaching hours** | | **200** |

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

**Assessment rationale**

The in-class test, undertaken in Session 7, will assess student knowledge of the relative size and importance of London's cultural, entertainment and creative – industries internationally, and their direct and indirect contribution to the city's – economy. This will also test student ability to analyse secondary data. Short individual on-line tests will provide students with formative feedback on their progress.

The group assignment assesses the ability of group members to analyse the business model underpinning an cultural institution or entertainment venue (or event) in London, to gather primary data to support the analysis and to present this coherently and convincingly in a written briefing report.

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

**Assessment criteria**

To pass the in-module test, students will have to demonstrate their ability to answer a series of short answer test questions, under time constraint. Some of these questions will require the analysis of relevant data.

To pass the end-of-module assessment students, working in groups, will have to demonstrate their ability to produce a focused and well-structured briefing report based on an appropriate range of supporting evidence (including relevant data), while showing an adequate grasp of relevant business concepts.

**Assessment methods and weightings**

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | LOs | Assessment |
|---|---|---|---|---|---|
| ***In-class test*** | *50* | 30 | *n/a* | *1,2, 3* | *In-class test (1½ hours)* |
| | | | | | |
| ***Group briefing report*** | *50* | 30 | *n/a* | *3,4,5* | *Group briefing report (3000 words)* |

**Synoptic assessment**

n/a

**Sources**

**Essential reading list**

BOP Consulting, 2012, *World Cities Culture Report*, London: GLA/Mayor of London
Cunningham, S, Flew, T & Swift, A, 2015, Media Economics, London: Palgrave.

Du Noyer, P, 2009, *In the City: A Celebration of London Music*, London: Virgin Books

GLA Economics, 2003, *Spending Time: London's Leisure Economy*, London: LA

Hesmondalgh, D, 2012, The Cultural Industries, (3rd edn), London: Sage.

Keene, S, 2005, *Fragments of the World: Uses of Museum Collections*, Oxford: Elsevier-Butterworth-Heinemann

Knell, J & Oakley, K, 2007, *London's Creative Economy: an Accidental Success?* Provocation Series, 3:3, London: LDA/The Work Foundation.

Miles, B, 2010, *London Calling: A Countercultural History of London since 1945*, London: Atlantic Books

NESTA, 2010, *Creative Clusters and Innovation: Putting Creativity on the Map*, London: NESTA Research Report (November).

Towse, R, 2011, *A Handbook of Cultural Economics*, (2nd edn), Cheltenham: Edward Elgar

Vogel, H.L, 2014, *Entertainment Industry Economics: A Guide for Financial Analysis*, Cambridge: Cambridge University Press.

**Web resources**:

*A wealth of published reports and data is available from the following three sources:*

Centre for London (http://centreforlondon.org/)
Department of Culture, Media and Sport (https://www.gov.uk/government/organisation/department-for-culture-media-sport)
Greater London Authority (https://www.london.gov.uk/priorities/arts-culture)

Table of Contents

# The Business of Sport

| | |
|---|---|
| Module Code | 4BUSS003W |
| Module Level | 4 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 50% In-Class Test, 50% Group work |

**Summary of module content**

Sport is a high profile global business, which excites and entertains, builds allegiances and generates intense rivalries. As such it provides the perfect medium to explore important business concepts of relevance for private, public and not-for-profit organisations. The module looks at concepts such as of value and price in sport, the market for (and marketing of) sports products and services, issues of CSR and ethics in sport and the role of government regulations.

**Learning outcomes**

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

1. Identify the factors affecting the demand for and supply of a sports product or service and describe how changes to these factors will influence price and/or value in both national and global contexts
2. Identify the principal stakeholders in any sports transaction and appreciate their respective influence and interest in the transaction
3. Apply concepts of profit and utility maximisation to the stakeholders in any sports transaction, with a view to resolving potential conflicts between them
4. Explain the financial and marketing concepts that drive sports transactions and evaluate the opportunities and conflicts that might arise from those transactions
5. Describe the ethical considerations involved in sport and evaluate issues of sustainability surrounding sporting events
6. Explain the roles of national and international sporting bodies and how these interact with those of other stakeholders.

**Course outcomes the module contributes to:** As an Elective does not contribute directly to course outcomes, but helps contextualise these.

**Indicative syllabus content**

- The origins and progression of sport through its codification and commercialisation
- The globalisation of sport via broadcasting and the influence of broadcasting on codification and stakeholder expectations
- The determinants of price and/or value for national and global sporting events
- Stakeholder influence and interest models and their application to both professional and amateur sports
- Concepts of profit and utility and their application to stakeholder groups

- Sports finance and national/global capital projects
- Marketing as the linkage between stakeholder groups and as a means of profit maximisation
- Digital marketing as a means of building loyalty and narrowing the gap between profit and utility
- Corporate Social Responsibility and business ethics and their role in building long term value (profit and utility)
- The London 2012 Olympics. Where was the benefit? And to whom?
- Stadium visit: Olympic Park or Wembley or both.

## Teaching and learning methods

This module will use a combination of weekly lectures, seminars and, in some weeks, workshops and/or fieldwork. It is structured around a range of important 'themes' affecting opportunities for doing business through sport, drawing on theoretical knowledge and practical skills from a range of business disciplines. The *lectures* will give an overview of each topic; they will be used to outline and summarise the main concepts and themes, and to contextualise the seminar/workshop *activities*. The student *seminar presentations* will help expand on issues arising from the lectures and will require the collection and analysis of relevant secondary data (and, where appropriate and feasible, primary data drawn from fieldwork) to address the allocated topics. Formative tasks will be an integral part of the module. These will focus on active learning through student research in preparation for the presentations/podcasts. While this research will not directly contribute to summative grading, it will help to develop teamwork and the acquisition of work related skills, with tutor and peer feedback preparing students for the presentations/podcasts themselves.

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 24 |
| Fieldwork | Scheduled | 6 |
| External visits | Scheduled | 6 |
| **Total scheduled** | | 48 |
| Structured independent study | Independent | 54 |
| Module- and course-based general study | Independent | 42 |
| Working on and taking assessments | Independent | 56 |
| **Independent study** | | **152** |
| **Total student learning and teaching hours** | | **200** |

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

**Assessment rationale**

The *Group Presentation (Video and Script)* will test students' ability to access and evaluate published research and data on one sport or sporting event, and to present this convincingly in the form of a video *(including a Group Presentation and associated Transcript: LOs 1,2 and 3).*

*The Restricted Format Examination* will assess students' ability to (1) apply the concepts of price determination to sport and expand on the influence of marketing (2) recognize the aspirations of different stakeholder groups and discuss how these may be reconciled through marketing and communication (3) evaluate the impact of ethics and sustainability on sport and the profitability of key stakeholders *(Examination: LOs 1, 2,3,4,5 and 6)*

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

**Assessment criteria**

*In the Group Presentation (Video & Script):* students will be assessed on their ability to synthesise and present information from a range of sources and present this in a convincing and accessible way.

*In the Examination:* students will be assessed on their ability to display, in writing and under time-constraint, their knowledge of a range of key concepts and apply them to sports and sporting events thereby evaluating their benefits, both financial and non-financial, to key stakeholders.

**Assessment methods and weightings**

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | LOs | Assessment |
|---|---|---|---|---|---|
| ***Groupwork: YouTube presentation and transcript*** | *50* | 30 | *n/a* | *1,2,3* | *10-minute video presentation and transcript* |
| | | | | | |
| ***Exam or in-class test for summer Programme*** | *50* | 30 | *n/a* | *1,2,3,4,5 & 6* | *Restricted format examination (1½ hours) or*<br>*In-class test (1½ hours), semester 3* |

**Synoptic assessment**

n/a

**Sources**

**Essential reading list**

Beech J & Chadwick, S (second edition), (2013), *The Business of Sport Management*, Harlow: Pearson FT/Prentice Hall (on-line access from the University of Westminster library site).

Trenberth, L & Hassan, D (Eds), 2012, *Managing Sport Business: An Introduction*, London & New York: Routledge.

**Web resources:**

www.bbc.co.uk/news/business/business_of_sport
www.deloitte.com
www.sportbusiness.com
www.economist.com
www.ft.com
www.uefa.com

Both the Economist and the FT publish business of sport specials on a six monthly basis.

The UEFA website contains links to ethical and sustainability issues in sport.

Table of Contents

# The Power of Brands

| | |
|---|---|
| Module Code | 4MARK006W |
| Module Level | 4 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 50% Individual Report, 25% Group Report, 25% Group Presentation |

**Summary of module content**

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

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

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

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

**Indicative syllabus content:**

- Evolution of branding in business practice
- Benefits of branding to firms, consumers and intermediaries
- Key brand principles of brand planning and the criteria for evaluating brand performance
- Marketing communication and its role in creating brand equity
- Brands as delivering benefits and meaning to their users; both functional and symbolic
- The concept of customer based brand equity, its development, management and evaluation
- The main concepts of brand strategy and brand positioning
- Examples of leading brands and scenario analysis of consumer perception
- The basic structure and contents of a brand guideline document.

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

| **Activity type** | Category | Student learning and teaching hours |
|---|---|---|
| Lecture | Scheduled | 18 |
| Seminar | Scheduled | 18 |
| Fieldwork | Scheduled | 6 |
| External visits | Scheduled | 6 |
| **Total scheduled** | | 48 |
| | | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

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

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

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

**Assessment methods and weightings**

| **Assessment name** | **Weighting %** | **Qualifying mark %** | **Qualifying set** | **LOs** | **Assessment type** |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| ***Group report*** | *25* | *30* | *n/a* | *1,2,3,4* | *Group report (2000 words)* |
| ***Group presentation*** | *25* | *30* | *n/a* | *1,2,3,4* | *Group presentation (20 minutes)* |
| ***Examination*** ***or*** ***Report for semester 3 only*** | *50* | *30* | *n/a* | *1,2,3,4* | *Unseen examination (1½ hours)* *or* *Semester 3: Individual report (2000 words)* |

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

**Sources:**

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

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

**Websites:**
Brand republic: http://www.BrandRepublic.com
Interbrand http://interbrand.com/
BrandZ http://www.brandz.com/output/
Brand Consultants http://www.wolffolins.com/
Marketing Advertising & Design: http://www.mad.co.uk
World Advertising Research Centre: http://www.warc.com
Chartered Institute of Marketing: http://www.cim.co.uk/
The Creative Club www.creativeclub.co.uk

Table of Contents

# International Business

| | |
|---|---|
| Module Code | 6BUSS007W |
| Module Level | 6 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | 75% Case Study Report, 25% Presentation |

**Summary of module content**

The Module explores the wider business environment and the significance of major global trends. The impact upon international businesses of the global trade institutions and of governments is studied for companies of various sizes and types. Major topics include, foreign direct investment, culture and management practice, assessing the attractiveness of markets, ethics and the management of risk internationally. The decisions and issues faced by international managers are studied from the perspective of various functions including Finance, HRM, Marketing and Operations.

Keywords: international, global.

**Learning outcomes**

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

- Debate trends in the global business environment and their relevance both to trading relations between countries and to business decisions within organisations
- Monitor current issues in world trade, evaluating various facets and implications of possible developments or outcomes
- Critically evaluate the factors relevant to an organisation entering a new country and assess their relative significance in a given situation
- Cite the major research on how cultural differences manifest themselves in behaviour and evaluate the implications of this for business conduct
- Identify and assess the relevance of issues arising for an organisation, in both the strategic and the functional areas of management as a consequence of it operating across several countries.

**Course outcomes the module contributes to**

**L6.5** Engage in debate in a sophisticated, professional manner in English using communication and cultural understanding to influence and convince others (KTS).

**L6.6** Work effectively as a member of an international team, negotiating in a professional manner, managing conflict, and mentoring group members (KTS).

**Indicative syllabus content**

- Globalisation
- World trade trends
- Business environment
- International Trade Theory
- Culture and Ethics
- Foreign direct investment
- Regional economic integration
- Currencies and Foreign Exchange
- Developing international business strategy
- Managing international businesses
- HRM, Operations, Finance and Marketing functions.

**Teaching and learning methods**
Lectures will be a combination of keynote lectures to introduce concepts and issues and occasional lectures by visiting speakers from industry.

Weekly class sessions will be conducted in a workshop format where possible, with the expectation that a high degree of participation will enhance the learning experience. The workshops will combine facilitated group activities by the students, with short periods of input from the tutor, the latter serving to complement the reading that students will have done in advance, in highlighting key concepts, filling in gaps in student understanding, and introducing further material. The group activities will vary in nature involving, for example, debates, mini-exercises, and case study analysis, providing a focus for the application of academic theory combined with real-life situations. Students will be encouraged to engage in regular reflection on their own performance, their contribution to the overall learning experience, and its role in their own professional futures.

Class sessions will be supplemented by individual private study and group collaboration, supported by communications technology to extend the learning experience.

| **Activity type** | **Category** | **Student learning and teaching hours*** |
|---|---|---|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 24 |
| Simulation | Scheduled | 12 |
| **Total scheduled contact/activity hours** | | **48** |
| | | |
| Structured independent study | Independent | 40 |
| Module- and course-based general study | Independent | 44 |
| Working on and taking assessments | Independent | 68 |
| **Total independent study hours** | | **152** |
| | | |
| **Total student learning and teaching hours** | | **200** |

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

**Assessment rationale**
Assessments will measure the ability of students to apply key analytical skills and their understanding of the theory and practice of international trade through an analysis of case studies and journal or other articles. The Group Report will assess students' abilities to interact effectively within a group, allocate tasks, receive and give ideas and produce a cohesive report. Students will be assessed on their ability to gather and analyse data as well as synthesise it into a well-supported analysis. The Individual Report will be the result of research and analysis on an international business scenario. Teamwork researching current academic literature with fellow students, on which formative feedback will be given, will enrich the learning process. The Individual assessed work includes reflection on their progress through the course of the Module.

**Assessment criteria**

- Knowledge of the theory underpinning international trade;
- Demonstration of ability to assess a world trade issue from differing perspectives
- Ability to evaluate the factors influencing business decisions within international companies
- Ability to assess the issues arising for an organisation, in both the strategic and the functional areas of management, created by its operating across several countries.

**Assessment methods and weightings**

| Assessment name | Weighting % | Qualifying mark % | Qualifying set | LOs | Assessment type |
|---|---|---|---|---|---|
| **Group in-module qualifying set** | *25* | *30* | *n/a* | *1&2* | 20-minute presentation on a current issue in world trade and compilation of a portfolio of evidence. |
| ***Presentation of literature review*** | *Formative only* | | *n/a* | *3&4* | *Presentation* |
| ***Case study*** | *75* | *30* | *n/a* | *2-5* | *Report (3000 words)* |

The pass mark for this module is 40%. A minimum mark of 30% in each qualifying set of the assessment is required: in-module qualifying set and end-of-module qualifying set.

**Synoptic assessment**
This module does not contribute formally to the assessment of learning outcomes of other level 6 core modules; however it facilitates integration of the students' learning at this level.

**Sources**

**Essential Reading:**
Hill, C. (2014) International *Business - Competing in the Global Marketplace*. (10th Edition) London: McGraw Hill

**Further Reading:**
Ball, D. A., McCulloch, W.H., Jr., p. L. Frantz, Geringer, JM and Minor, MS (2016).

*International Business – The Challenge of Global Competition.* (13th Edition) London: McGraw Hill

Czinkota, M. R., Ronkainen, I.A., & Moffett, M.H. (2011). *International Business.* (8th Edition) UK: Thomson

Daniels, J. D., L.H. Radebaugh & D. P. Sullivan (2014) *International Business: Environments and Operations.* (11th Edition) N.J.: Pearson Prentice Hall

Rugman, A.M. & Hodgetts, R.M. (2012) *International Business. (*6th Edition) Harlow: Financial Times, Prentice Hall

Schneider, S.C. & Barsoux, J.L. (2014) *Managing Across Cultures. (3rd Edition) Harlow:* Financial Times, Prentice Hall.

**Journals:**
*Academy of Management Journal*
*Harvard Business Review*
*Journal of International Business Studies*
*Strategic Management Journal*
*International Business Review*
*International Business Strategies for the Global Marketplace*
*International Journal of Management*
*Journal of American Academy of Business*
*Journal of International Management*
*Management International Review*

Table of Contents