About this guide

Welcome

Course Management and Staff Involved with the Course

Student Voice

Student Feedback

Student Charter

Engagement

The Wolverhampton Graduate

About the Course

Enhancement

Contact Hours

External Examiners

Academic Regulations

Exam Regulations

Course information

Academic Misconduct

Anonymous Marking

Support for Students

Course Structure

University Academic Calendar

Timetables

Where to Get Help with your Course

Extensions, Extenuating Circumstances and Leave of Absence

Health and Safety Issues

Health and Wellbeing whilst using your computer

Progression for Further Study

Alumni
About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
</table>
| Your local Academic Faculty Office is:                                           | Student Support Office  
City Campus North  
MK Building  
MK517  
Tel. 01902 322427  
Your Student Advisor is: Belinda Smith 01902 322466 |
| Your Student Centre (Here to Help) is:                                          | Student Centre – South City Campus  
Ground Floor,  
MI Building  
MI024  
Tel: 01902 322487 |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Mark Jones, Course Leader: markjones@wlv.ac.uk

Course Management and Staff Involved with the Course

Dr Nicola Allen: MC218; N.Allen2@wlv.ac.uk
Lecturer in English. Nicola's interests include Twentieth-century literature, contemporary British and American fiction, graphic novels, narrative in computer games, Modernism (esp. in relation to feminism), gender and queer theory.

Dr Aidan Byrne: MC217; A.Byrne2@wlv.ac.uk
Senior Lecturer working in English and Media and Cultural Studies. Aidan's interests include: social media, 1930s literature, working-class literature, political writing, Welsh literature and culture, Postcolonialism and children’s literature.

Dr Gerry Carlin: MC235; G.Carlin@wlv.ac.uk
Senior Lecturer in English. Gerry's interests include Literature, art and culture of the 1960s; Modernism (esp. Pound, Eliot, Joyce, Lawrence, Woolf); Conrad; 20th-Century literature; Poetry; Literary Theory; Romanticism; some science fiction.

Dr Dave Ellis: MC207; david.ellis@wlv.ac.uk
Head of Department and Principal Lecturer in English. Dave has research and teaching interests in Post colonial fiction and theory, especially Caribbean and Black British writers, but also African and South Asian; postmodernist fiction and theory; post 1945 literature and film, especially the ‘Angry Young Men’ era; literary theory; women’s writing.

Professor Keith Gildart: MC211; Keith.Gildart@wlv.ac.uk
Professor in Labour and Social History. Keith’s research interests are focused on nineteenth/twentieth century British history, labour movements, working class politics, youth culture and popular music.

Dr Stella Hockenhull: MC333; S.Hockenhull@wlv.ac.uk
Reader in Film and Television Studies. Research interests: British cinema and landscape, Powell and Pressburger, the British film industry, British women film directors and animals in film.

Dr Steve Jacobs: MC218; S.Jacobs@wlv.a.uk
Course Leader in Media and Cultural Studies and Senior Lecturer in Media, Religion and Culture. Steve’s interests include the interaction between religion and popular culture; media and religion; and contemporary forms of Hinduism.

Dr Mark Jones: MC235; markjones@wlv.ac.uk
Senior Lecturer in English and course leader for MA Popular Culture. Mark’s interests include 20th and 21st-century British and American fiction; 20th-century drama; ‘Genre’ fiction; Film; Popular Culture and Unpopular Culture

Dr William Pawlett: MC231; W.Pawlett@wlv.ac.uk
Senior Lecturer in Media, Communications and Cultural Studies. Main research interests: contemporary theory and continental philosophy, particularly the work of Georges Bataille and Jean Baudrillard.

Dr Frances Pheasant-Kelly: MC333; F.E.Pheasant-Kelly@wlv.ac.uk
Reader in Film and Television Studies. Research Interests: Abjection; Space in film; 9/11 and cinema; Fantasy; Gender; Science and Medicine in Film and Television; and Science Fiction.

Gabriela Steinke: MC316; G.Steinke@wlv.ac.uk
Senior Lecturer in English and course leader for the MA English. Gaby’s main research interests include Children’s Literature, myth in literature and Science Fiction and Fantasy.

Professor Laura Ugolini: MC334; L.Ugolini@wlv.ac.uk
Professor in History and Director of the Centre for the History of Retailing and Distribution (CHORD). Laura’s research interests are dress, fashion and consumption history, particularly 19th and early 20th-century menswear; civilian men’s experiences on the English home front during the First World War; the relationship between fathers and sons in the 19th and early 20th-century middle classes.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students' Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
Student feedback from previous years has resulted in improvements to assessment deadlines.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.
Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact

Mark Jones, Course Leader: markjones@wlv.ac.uk

The educational aims of the course are:

MA Popular Culture will introduce students to advanced level study of various aspects of popular culture, principally that produced and consumed in Britain since the late nineteenth century. It is an interdisciplinary programme, befitting the range of approaches and methodologies applicable to the area of study. Central aspects of the course include the links between practice/production and consumption, the archiving and memorialising of popular culture, and popular genres. On completion of the course successful students will be equipped with the contextual knowledge and analytical tools to advance their encounters with popular culture in a variety of careers and academic environments.

The course learning outcomes are:

At the end of this course you, the student, will be able to:

1. demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship
2. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences
3. demonstrate the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development
4. demonstrate an ability to read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources [History benchmark statement 7.5]
5. analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of forms of popular culture [Communication, media, film and cultural studies benchmark statement 4.1.4]
6. demonstrate awareness of how texts produce and reflect cultural change and difference [English benchmark statement 3.1]

These will be achieved through the following learning activities:

All modules are delivered principally through weekly seminars. Tutors supply directed reading and activities. Individual modules may also include, variously, online forums, reading logs, collaborative activities, presentations, assessment plans, creative work. The dissertation is researched and written with the guidance of a supervisor from an appropriate discipline.

During the course of their studies students will engage with a wide variety of materials, analysing and evaluating them through various approaches. A recurring aspect of their engagements with
popular culture will be a consideration of the increasing digitalisation of archived materials. They will also become increasingly aware of the commercial determinants for the cultural industries, and the internationalisation of contemporary popular cultural forms.

Contact Hours
At University, the term 'contact hours' is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

External Examiners
David Simmons: University of Northampton

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University's academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Exam Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:
Postgraduate and Masters Awards

<table>
<thead>
<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>2 years</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>2 year</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Course Information

- **Reference points**

  The framework for higher education qualifications in England, Wales and Northern Ireland (QAA, 2008) provides generic level descriptors for Masters qualifications which have been used to inform the pathway outcomes. Masters Degree Characteristics (QAA, 2010) has also been consulted. Masters subject benchmarks are not yet available in any arts or humanities subjects. Undergraduate subject benchmarks have been consulted, but as this is an interdisciplinary award drawing on the academic heritage, teaching staff and modules from many areas, it is impossible to prioritise one set of subject benchmarks; the following have been consulted, and are contributory in the development of the course: Communication, media, film and cultural studies; English; History; History of art, architecture and design/Art and design. The course outcomes drawn from the subject benchmarks are typically those that recognise interdisciplinarity within discipline boundaries, and are appropriately modified to reflect the specificity of this course. All statements within the course learning outcomes are drawn from The framework for higher education qualifications (QAA FHEQ) unless otherwise noted.

  The requirements of the Special Educational Needs Disability Act and the Race Relations Amendment Act have been accounted for.

- **Blended learning**

  Students are entitled to:

<table>
<thead>
<tr>
<th>1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</th>
<th>All course and module documents will be accessible via e:vision and WOLF. These include course guides, module guides, reading lists, bibliographies, assessment details, weekly programmes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>This cannot be guaranteed within a 9-week module delivery window, and probably would be of little use. It may well form part of dissertation supervision, however.</td>
</tr>
</tbody>
</table>
3. have opportunities to collaborate on line with others in their learning cohort;  
   All WOLF topics include a Course Café.

4. have the opportunity to participate in electronic Personal Development Planning (ePDP);  
   Students can use Pebblepad if they wish.

5. submit all appropriate assessments online;  
   This will be available for appropriate tasks.

6. opportunities to engage in interactive learning during all face to face sessions.  
   The principal modes of teaching and learning for all modules will be the seminar, supplemented by tutorials by arrangement.

- Assessment methods

The Masters is awarded upon successful submission of a 15,000 word dissertation on the student’s chosen topic. Throughout the taught portion of the award, the standard assessment for each module is a long essay, which befits the postgraduate academic rigour of the degree programme across all its modules. Some modules employ an additional assessment method, and these vary in both nature and weighting depending on their particular function within the module’s assessment regime and teaching methodologies. Each of the assessment methods is supported by the pedagogical approaches of the various modules, and are designed to test the particular modes of knowledge and enquiry fostered by the course content.

- Support for learning

Full course and module documentation will be made available to students. Many materials are accessible via WOLF. The award leader is the personal tutor for all students on the course, and ample opportunity for consultation will be made available.

As this is a multi-disciplinary programme, with students from a variety of academic and professional backgrounds, each individual module includes guidance in its own appropriate methodological approaches. More generic skills, and the opportunity to debate appropriate theoretical approaches to the field, are provided by the core module Theories and Concepts for the Analysis of Popular Culture. This module will also include instruction in some of the scholarly methods required for the research and writing of the dissertation.

The department of Learning & Information Services (LIS) provides general academic skills support to all students. Students can make an appointment with a study skills advisor for advice on areas such as academic writing, assignment planning, exam preparation, and time management. In addition, there is a regular timetable of drop-in and bookable “InfoBite” workshops covering information and digital literacy skills, including academic referencing. LSSC students are supported by a designated Liaison Librarian who is available to support research and project work.

- Distinctive features of the course

This is one of very few taught Masters programmes of its type in the country.

**Personal Tutor**

When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for
personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students' knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the [Student’s Union website](http://www.wlv.ac.uk/skills)
- Book a Skype appointment with study skills adviser or joint the online chat service [ASSIST](http://www.wlv.ac.uk/skills) - through the [Learning Centre “Skills for Learning”](http://www.wlv.ac.uk/skills) website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal
When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Course Structure for Postgraduate**
Students will study:
**Full-time**: normally modules worth 180 credits (a full masters course may be completed over one calendar year)

**Part-time**: normally modules worth no more than 80 credits each academic year.

### Full-time structure

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7PP001 Youth Subcultures</td>
<td>7PP005 Popular Consumerism</td>
<td>7HU001 Dissertation</td>
</tr>
<tr>
<td>7PP002 Sacred and Profane</td>
<td>7PP006 Science Fiction &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fantasy</td>
<td></td>
</tr>
<tr>
<td>7FI006 Horror</td>
<td>7FI002 Picturing Britain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7PP004 Theory</td>
<td></td>
</tr>
</tbody>
</table>

### Part-time structure – Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7PP001 Youth Subcultures</td>
<td>7PP005 Popular Consumerism</td>
</tr>
<tr>
<td>7PP002 Sacred and Profane</td>
<td>7PP006 Science Fiction &amp;</td>
</tr>
<tr>
<td></td>
<td>Fantasy</td>
</tr>
</tbody>
</table>

### Part-time structure – Year 2

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7EN006 Anger and Adaptation</td>
<td>7PP003 Crime of the Century</td>
<td>7HU001 Dissertation</td>
</tr>
<tr>
<td>7FI006 Horror</td>
<td>7PP004 Theory</td>
<td></td>
</tr>
</tbody>
</table>

---

**University Academic Calendar**

*University Academic Calendar*.

**Timetables**

Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
enrolment extensions extenuating circumstances Leave of Absence Course transfer, etc
eVision helpdesk or your Student Centre

Academic and Course related queries
Personal Tutor Course Leader Head of Department (by email)

Module related queries
Module guide (on WOLF) Module Leader or Tutor

Support for Study Skills
W: www.wlv.ac.uk/skills E: skills@wlv.ac.uk T: 01902 32(2385)

IT Problems

Who to Contact for help when you are studying on campus

Financial advice
W: www.wlv.ac.uk/moneymatters E: money@wlv.ac.uk T: 01902 32(1070)

Careers & Employment Centre
W: www.wlv.ac.uk/careers E: careers@wlv.ac.uk T: 01902 32(1414)

Special Needs (Students with disabilities)
Special Needs Tutor or Student Enabling Centre
W: www.wlv.ac.uk/sec E: sec@wlv.ac.uk T: 01902 32(1074)

Personal Issues
Personal Tutor (see eVision for details)
University Counselling Service
W: www.wlv.ac.uk/counselling E: counsellingservices@wlv.ac.uk T: 01902 32(2572)

General queries
eVision helpdesk or your Student Centre

Independent academic, financial, international and housing advice Students’ Union Advice and Support Centre
W: www.wolvesunion.org/advice E: advice.wolvesunion@wlv.ac.uk T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students' Union, particularly regarding the financial implications, before taking this step.

Health & Safety issues

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study
Completion of an MA programme will enable students to apply for doctoral study.

Alumni

We’re proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.

APPENDIX 1

Module Descriptions

7PP001 Youth Subcultures and National Identity in Post-War Britain
This module examines youth subcultures and national identity in post-war Britain (1945-1985). Sessions will examine various youth subcultures through a variety of primary and secondary sources. Students will explore representations of youth in newspapers, magazines, film, novels and popular music. The module will introduce students to the historiographical debates relating to popular culture and youth in post-war Britain.

7PP002 The Sacred and the Profane in Popular Culture
The aim of this module is to investigate the interactions and relationships between religion and popular culture. The module will analyse how popular cultural practices and texts make use of religious narratives, themes and iconography. The module will consider how popular cultural practices and engagement with popular texts can themselves be understood as a form of sacred activity. The module will also explore the uses that religious traditions make of popular cultural forms.

7PP003 Crime of the Century – Murders and the Media
This module will examine the representations and appropriations of murder in various media. Focusing on one of more case studies (for example, Jack the Ripper, the Manson Family murders), and drawing on international sources from a wide variety of media and genres, the module will examine the cultural use of extreme crime, its social meaning, and its iconic appeal.

7PP004 Theories and Concepts for the Analysis of Popular Culture
The module explores influential perspectives, theories and concepts for analysing popular culture. The perspectives include: Critical Theory, Psychoanalysis, Postmodernism, Post-Colonialism, Poststructuralism, Deconstruction, New Historicism, and Actor Network Theory. The module emphasises contemporary trends in theoretical and analytic practice, and the social and political context in which culture is produced, consumed and interpreted.

7PP005 Popular Consumerism in Britain, c. 1850-1939
The module aims to explore the themes and debates associated with the supposed growth of popular consumerism in Britain in the century after 1850. Themes to be considered include the relationship between consumption, poverty and working-class affluence, the impact on consumer practices and opportunities of issues of gender, class and ethnicity, and the changing nature of popular leisure, shopping and fashion as Britain developed into a ‘modern’ consumer society.

7PP006 Science Fiction and Fantasy
In this module, students will develop their understanding of the variety of texts commonly classified as Science Fiction or Fantasy and the place of these texts in popular culture. Students will analyse examples of different kinds of fantasy and science fiction writing, and trace the reception of such texts in different historical periods including the current one. They will use their thus acquired
knowledge of conventions and possibilities in fantasy and science fiction writing to create and evaluate a piece of genre fiction, and they will use their knowledge of concepts and theories to locate relevant texts in their cultural frameworks.

7PP007 Fads and Fame: the Industrialisation of Culture
This module explores the development of popular culture through the often short-lived fashions of the industrial and post-industrial periods. From the popular fads of the nineteenth century, through the development of early forms of celebrity culture, we will explore the themes, places and social conditions which caught the imagination of the industrial proletariat and the bourgeois consumer, to ascertain how the industrial age catered to, and inspired, the popular imagination.

7EN006 Connectivities 2: Literature, Genre and Period (Anger and Adaptation)
This module will provide an opportunity to locate the production of both literary and cinematic texts into their historical and cultural context. It will focus closely upon the themes and concerns typically associated with the works of the so-called Angry Young Men (and women) and their adaptation into popular cinema in the mid- to late-1950s. Specific attention will be paid to the function of these new realisms in articulating issues of social formation, particularly with regard to class, sexuality, race and identity. In so doing, the module will interrogate the relationship between realism as a genre and the reality it is often taken to depict. The technique of comparing literary texts to their cinematic adaptations or equivalents will be employed to reveal differences in representation based both upon the chronological gap between publication and film release and issues of censorship and social decorum.

7FI006 Screening Horror: Trauma, Fear and Fantasy in Film
The module aims to introduce students to a range of texts broadly categorised within the horror genre and to consider the principal debates over the definition, mediation and reception of such texts. The module considers the social, cultural and political contexts of production and consumption, and also examines the origins and historical development of the genre. While it centres on British and American horror, it further considers those European and Asian cinemas that have made significant contributions to the evolution and diversity of the genre.

7HU001 Dissertation
This module aims to provide students with the opportunity to undertake a major piece of independent study. Under the close supervision of a member of staff, students will combine original research with a thorough analysis of the established literature in the relevant area. The ability of the student to complete this module successfully is central to demonstrating her/his capacity at Master’s level.