

35 Kent Business School

<b>CB600 Games and Networks</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

**Contact Hours**

22 lectures, 10 seminars.

Lectures: 22

Seminars: 10

Independent study: 118

Total hours: 150

**Learning Outcomes**

Intended subject specific learning outcomes:

Understanding the underlying concepts and theory of Combinatorial Optimisation and Game Theory.  
 Representing a management problem in a mathematical or structured form, i.e. developing a model.  
 Analyse such models and hence solve problems.  
 Understanding the proofs of certain theorems in Game Theory and Combinatorial Optimisation.  
 Present their findings in a rigorous yet clear fashion.  
 Creating models of abstract problems in general terms, with an emphasis on mathematical rigour.

Intended generic learning outcomes:

Demonstrate a reasonable understanding of Mathematics.  
 Demonstrate skill in calculation and manipulation of the material.  
 Apply a range of concepts and principles in various contexts.  
 Use logical argument.  
 Demonstrate skill in solving mathematical problems by various appropriate methods.  
 Problem-solving skills, relating qualitative and quantitative information.  
 Communication skills.  
 Numeracy and computational skills.  
 Time-management and organisational skills.

**Method of Assessment**

80% 2-hour examination; 20% Coursework (four equally weighted components)

**Preliminary Reading**

Indicative Reading List:

W. L. Winston (2003). Operations Research: Applications and Algorithms. Andover: Cengage. Classmark T 57.6 (Recommended Text; we shall follow it closely)  
 H. Taha (2011). Operations Research: An Introduction. New York: Prentice Hall. Classmark HD29  
 E. L. Lawler (1976) Combinatorial Optimization: Networks and Matroids. New York: Holt, Rinehart & Winston. Classmark QA402.5

**Pre-requisites**

Level C module in Mathematics (eg MA321/322/323/326)

**Synopsis \***

The module is divided into three main topics, namely Combinatorial Optimisation, Dynamic Programming and Game Theory. A more detailed listing of content is given below.

Combinatorial Optimisation:  
 The Shortest Path Problem  
 The Minimal Spanning Tree Problem  
 Flows in Networks  
 Scheduling Theory  
 Computational Complexity

Theory of Games:  
 Matrix Games – Pure Strategies  
 Matrix Games – Mixed Strategies  
 Bimatrix Games  
 N-person Games  
 Multi-criteria Decision Theory

## 2021-22 Postgraduate Module Handbook

<b>CB8000</b>		<b>Employee Resourcing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate the theory of employee resourcing and its links with organisational theory.
- Have knowledge and understanding of the development and evaluation of employee resourcing and talent management strategies, diversity management and flexible working initiatives.
- Critically assess the approaches and principle techniques and developments, both existing and emerging, of employee resourcing from the creation of a human resource plan, through recruitment, selection, socialisation, performance management, employee turnover, employee retention and review to eventual employee release.
- Understand and critically evaluate the wider environmental content, particularly the major features of employment markets from which organisations source staff, and the ways in which this external environment evolves or changes.
- Understand the requirement to secure compliance of all appropriate ethical and legal obligations and the co-operation of relevant stakeholders in the design and implementation of resourcing processes.
- Evaluate talent planning and success planning exercises, employee retention and staff retention strategies, and their links to long-term organisational performance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set employee resourcing in the wider context of general organisational management.
- Critically assess and evaluate the impact of employee resourcing on management and the performance of organisations.
- Develop analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.
- Develop relevant strategies and policies.
- Plan work, working independently, and in groups.
- Write coherently and write critically.

### Method of Assessment

Main assessment methods:  
Case study (2000 words) (40%)  
Examination, 2 hour (60%).

Reassessment method:  
100% Exam

### Preliminary Reading

- Beardwell J. and Thompson, A. (2014) Human Resource Management: A contemporary approach, 7th Edn. Harlow: FT Prentice Hall
- Boxall P. and Purcell J. (2011) Strategy and Human Resource Management, 3rd Edn. Basingstoke: Palgrave Macmillan
- Bratton & Gold (2017) Human Resource Management: Theory & Practice, 3rd Edn. Basingstoke: Palgrave Macmillan
- Kramar R. and Syed J. (2012) Human resource management in a global context, Basingstoke: Palgrave Macmillan
- Legge, K. (2005) Human Resource Management: Rhetorics and Realities, Anniversary Edn. Portsmouth, NH: Heinemann.
- Marchington M. and Wilkinson A. (2008) HRM at Work: People Management & Development, London: CIPD
- Pilbeam, S. and Corbridge, M. (2010), People Resourcing and Talent Planning: HRM in Practice, 4th Edn. Harlow FT: Prentice Hall.
- Storey J. (2007) Human Resource Management: A Critical Text, London: Cengage
- Taylor S. (2014) Resourcing and Talent Management, 6th Edn. London: CIPD
- Torrington D., Hall, L. and Taylor S. (2014) Human Resource Management, Harlow: FT Prentice Hall
- Wilkinson, A. & Redman T. (2013) Contemporary Human Resource Management: Text and Cases, Harlow: FT Prentice Hall

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of employee resourcing. This will enable students to develop and apply employee resourcing tools and techniques to specific organisational contents in which they might operate.

Topics included may be:

- Employee Resourcing in context: the changing world of work and major features of national and international employment markets
- The Strategic Importance of employee resourcing and approaches to employee resourcing including resourcing and talent management, diversity management and flexible working initiatives.
- The role of business ethics and organisational stakeholders in the practice of employee resourcing and talent management.
- Human Resource Planning – talent and succession planning
- Recruitment, Selection and Induction
- People Management: socialisation and improving performance
- Employee turnover and employee retention
- Managing release: retirement, redundancy and dismissal.

CB8001		Employment Relations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate the theory of employment relations and its links with organisational theory.
- Develop an understanding and knowledge of the underpinning rationale for employment relations and its strategic importance to an organisation.
- Critically assess the processes and skills, both existing and emerging in employment relations and their contribution to employee commitment and organisational performance.
- Understand and critically evaluate the wider environmental context within which 'employment relations' is located and the implications for competing in a competitive global economy.
- Understand the requirement to work with all appropriate stakeholders for mutual gains in the design, enactment and implementation of employment relations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set reward/performance management in the wider context of general organisational management.
- Develop abilities to critically assess and evaluate the impact of reward/performance management on management and the performance of organisations.
- Develop analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.
- Develop ability to develop relevant strategies and policies.
- Plan work and work independently.
- Develop ability to write coherently and write critically.

### Method of Assessment

Main assessment methods:

Individual report (2000 words) (40%)  
Examination, 2 hour (60%).

Reassessment method:

100% Exam

### Preliminary Reading

Blyton, Paul, Turnbull, Peter, (2004), The Dynamics of Employee Relations, Basingstoke: Palgrave Macmillan

Cully, Mark, (1999) Britain at work: As depicted by the 1998 Workplace Employee Relations Survey, London: Routledge

Edwards, P. K, (2003) Industrial relations: Theory and practice, 2nd Edition, London: Blackwell Publishing

Hollinshead, Graham, (2003), Employee relations, 2nd Edition, London: FT Prentice Hall

### Pre-requisites

BUSN9046 – Human Resource Management & Development in Practice

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The curriculum will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of employment relations. This will enable students to develop and apply employment relations to specific organisational contexts and consider the implications of employment relations for employee commitment, organisational change and organisational performance in a competitive global economy.

Topics included may be:

- The context of employment relations: the employment relationship and the psychological contract, workplace decision making, the organisational context, the labour market, the economy, European Union and historical background.
- Theories and perspectives of employment relations
- The actors in employment relations: the roles of managers, employees and the state. Issues to be discussed include: management styles and strategies, the role of employer associations and trade unions, the role of the state as an economic manager, regulator and employer and the role of state agencies.
- Employment relations processes: employee involvement and participation, collective bargaining, individual bargaining and negotiation, joint consultation and the rise of alternative forms of representation, non-union workplaces, industrial conflict and dispute resolution, pay determination, employee commitment and organisational change.
- Employment relations outcomes: the impact of employment relations on firm performance and national economic performance and employee commitment and agreement types.
- Employment relations skills: grievances, disciplinarys, redundancies and termination of employment, negotiation, change and problem solving.
- Employment law: historical background, institutions of employment law, individual and collective employment law, implications of EU membership for employment law.
- Occupational health and safety: the legal framework, the rights and duties of employers and employees, safety management, the role and function of health and safety committees and contemporary trends in health and safety

<b>CB8004</b>		<b>Auditing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the regulatory, legal, professional and socio-economic environments within which company audits are performed.
- Appreciate the knowledge and understanding of the client's business which is essential to the planning and conduct of the audit.
- Demonstrate knowledge and understanding of underlying auditing theory, including Flint's concepts and postulates of auditing and the inherent constraints and limitations of auditing, and the nature and causes of the audit expectation gap.
- Demonstrate knowledge and understanding of some of the technical language and practices employed in the audit of company financial statements.
- Demonstrate knowledge and understanding of the role and significance of auditing in the context of widely researched capital market and behavioural models including the efficient markets hypotheses and agency theories of the firm.
- Demonstrate knowledge and understanding of the nature, role and development of a profession and professional bodies, professional duties and ethics, professional independence, professional negligence and legal liability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical thinking.
- Select, organise, develop and synthesise complex material.
- Critically evaluate arguments and evidence.
- Plan, work and study independently.
- Analyse conceptual problems.
- Assimilate concepts from research literature.
- Make use of library resources to assimilate materials from research literature.
- Demonstrate effective communication skills.

## 2021-22 Postgraduate Module Handbook

### Method of Assessment

Main assessment methods:  
Essay (2500 words) (20%)  
Examination, 3 hour (80%).

Reassessment method:  
Like-for-like

### Preliminary Reading

Cosserat G.W., "Modern Auditing" 3rd Edition, John Wiley, 2008

Porter B.; Simon J.; & Hatherly D., "Principles of External Auditing" 3rd Edition, John Wiley, 2008

Flint, D., "Philosophy and Principles of Auditing", Macmillan, 1988

Godsell, D.J., "Auditors' Legal Duties and Liabilities", Longman, 1991

### Pre-requisites

None

### Synopsis \*

The module provides an understanding of a range of auditing topics together with an appreciation of the regulatory and social environment within which auditing process takes place. It includes: an examination of the principles which underpin the auditing process; an introduction to auditing theory and an appreciation of the regulatory and social environment of auditing. As far as possible the coverage of these areas is integrated so that, for example, the nature of the auditing environment is explored within the context of the technical issues and problems with which it must cope.

Topics may include:

- the nature, importance and objectives and underlying theory of auditing;
- the statutory and contractual bases of auditing, including audit regulation and
- auditors' legal duties and responsibilities;
- truth and fairness in financial reporting, materiality and audit judgement;
- the historical development of auditing;
- audit independence;
- the nature and causes of the audit expectation gap;
- auditors' professional ethics and standards;
- the nature and extent of auditors' legal liability, including liability under the trade
- practices legislation;
- audit quality control, planning, programming, performance, supervision and review;
- principles of internal accounting control and internal control;
- the nature and types of audit evidence;
- systems based auditing and the nature and relationship of compliance and
- substantive testing;
- audit risk and statistical sampling;
- audit reporting.

<b>CB8005 Consultancy, Negotiations and Research Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module students will be able to:

- demonstrate a comprehensive understanding and application of management and consultancy skills through critical thinking, appraisal and problem analysis.
- demonstrate enhanced negotiation skills through group work, case-studies exercise and role play.
- demonstrate the application of knowledge and practical understanding in order to identify a dissertation topic relevant to the programme subject in order to design a research project and write a well-crafted research proposal.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

- carry out an effective literature search using electronic sources and accurately summarise the literature sources and critically evaluate their relevance.
- develop an understanding of range of qualitative and quantitative research methods and demonstrate originality in the analysis of research data with due consideration to ethical requirements.
- demonstrate effective communication skills,
- develop personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and in different situations.
- evaluate and develop a range of skills required to successfully engage in management consultancy and develop competencies valued by employers to enhance employability prospects.
- develop ability to plan, work and study independently and to use resources in a way which reflects best current practice and anticipated future practice

### Method of Assessment

Main assessment methods

Consultancy and Negotiation Group Project (1000 words) (30%) + group presentation – 15-20 minutes (20%)

Research Project proposal (1000 words) (40%).

Attendance, participation and engagement (10%)

Reassessment methods

Reassessment Instrument: 100% coursework.

### Preliminary Reading

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Burtonshaw-Gunn S. (2010). Essential Tools for Management Consulting: Tools, Models and Approaches for Clients and Consultants. John Wiley and Sons Ltd.

Cohen, S. (2002) Negotiating Skills for Managers, McGraw-Hill Companies

Cope, M. (2003), The Seven Cs of Consulting: the Definitive Guide to the Consulting Process, Pearson Education Ltd.

Cottrell, S. (2003) "Skills for Success: The Personal Development Planning Handbook", Palgrave.

McMillan, K., Weyers, J. (2011). How to Write Dissertations and Project Reports. Pearson Education Limited.

Saunders, M., Lewis, P. (2012) Doing Research in Business and Management: As Essential Guide to Planning Your Project. Prentice Hall.

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Employers are in search for individuals who possess logical thinking, analytical capability, leadership, communication and negotiation skills and the ability to work under pressure. This module will equip you with skills of consultancy, negotiation and fundamentals of research methodology. Experts from the industry will be invited to share their real-world experiences and to inspire with their success stories.

The module covers three main areas. Indicative topics include:

- . Consultancy skills: Approaches to analyse a series of real-world problems in a structured manner and then develop solution diagnosis to such problems will be taught. Consultancy and report writing skills will also be taught.
- Negotiation skills: Approaches to manage conflict, optimise beneficial compromise, fair play and improve people management skills.
- Research methodology: Fundamentals of research methodology, such as data gathering, preparation and analysis and project management skills.

## 2021-22 Postgraduate Module Handbook

<b>CB8006</b>		<b>Financial Statement Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand and use different valuation models to value companies.
- Analyse the annual reports and accounts of companies.
- Make critical comment on the role and usefulness of financial statements in company valuation.
- Extract, analyse and interpret corporate accounting and financial data from multiple sources.
- Understand the impact of credit analysis/debt rating in corporate financing.
- Value companies at the time of mergers/acquisitions
- Understand the implications of market-based accounting research for financial statement analysis.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop practical skill on the use of financial information for the valuation of a company.
- Develop ability to compute and interpret different financial ratios.
- Develop a framework to assess the usefulness of financial information in making a decision.
- Develop ability to plan, work and study independently.
- Develop ability to critically evaluate the usefulness of annual reports and accounts for the analysis of a company.
- Write a research report from the analysis of financial information reported by the companies in their annual reports and accounts.
- Develop ability to analyse and evaluate financial statements reported by the companies.
- Develop ability to work in a group environment through group assignment

### Method of Assessment

Main assessment methods:

Group Presentation (20%)  
Essay (2000 words) (20%)  
Final Report (5000 words) (60%).

Reassessment method:

100% coursework

### Preliminary Reading

Barker, R. (2001) Determining Value: valuation models and financial statements, Harlow: Pearson

Kim, K.A and Nofsinger, J.A. (2004) Corporate Governance, 2nd edn, New Jersey: Pearson Prentice Hall

Palepu, K.G, Healey, P.M and Peek, E. (2013), Business Analysis and Valuation. 3rd edn. IFRS Edition, Text and Cases, London: Thompson

White, G.I., Sondhi, A.C and Fried, D. (2003) The Analysis and Use of Financial Statements, 3rd edn, International edition, New Jersey: Wiley

### Pre-requisites

None

### Synopsis \*

This module deals with the interpretation of financial statements, valuation models and implications of market based accounting research.

Indicative topics are:

- A framework for business analysis and valuation;
- Financial analysis/ratio analysis;
- Valuation theory and concepts;
- Quality of earnings;
- Security analysis;
- Credit analysis and financial distress prediction;
- Mergers and acquisitions.



## 2021-22 Postgraduate Module Handbook

<b>CB8010 Learning and Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate the theory and contemporary research in the field of HRM & HRD.
- Critically analyse and evaluate the formulation and implementation of processes of learning and talent development strategies for defining and achieving current and future effectiveness.
- Critically assess the approaches and principle of a range of learning and talent development strategies, policies and methods and their potential to motivate learners, achieve engagement at work and build commitment to organisational goals and values.
- Critically assess the role and influence the politics of learning and talent development policy development.
- Understand the requirement to secure compliance of all appropriate ethical and legal obligations, particularly equality of opportunity and diversity in learning and training development and to continuous personal and professional development.
- Understand how to work effectively and collaborative with key internal and external partners and stakeholders to manage the learning and development process effectively and lead the initiation, development and implementation of learning and development strategies, interventions and activities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set learning and development in the wider context of general organisational management.
- Critically assess and evaluate the impact of learning and development on the performance of organisations.
- Have developed analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.
- Plan work, working independently, and in groups.
- Have developed the ability to write coherently and write critically.

### Method of Assessment

Main assessment methods  
Group Oral Presentation (15%)  
Essay (2000 words) (25%)  
Examination, 2 hour (60%).

Reassessment method:  
100% examination

### Preliminary Reading

Beevers, K. & Rea A. (2016) Learning and Development Practice in the Workplace, London: CIPD

Garvey, R, Stokes, P and Megginson, D. (2009). Coaching and Mentoring: Theory and Practice. London: Sage

Harrison, R. (2009). Learning and Development (5th Edition). London: CIPD

Page-Tickle R. (2014). Learning and Development. London: CIPD

Prusak, L & Matson, E (2006). Knowledge Management and Organizational Learning: A Reader. Oxford: OUP.

Sadler-Smith, E. (2006). Learning and Development for Managers: Perspectives from Research and Practice. London: Blackwell Publishing

Stewart J. & Rogers P. (2017) Studying Learning & Development, London: CIPD

Walton J. and Valentin C. (2013) Human Resource Development, London: Palgrave

Wilson, J.P (2009) Ed. Human Resource Development: Learning and Training for individuals and organizations. London: Kogan Page

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Learning and development and its central contribution to talent management is recognised and acknowledged to be a significant lever in achieving economic, social and cultural aspirations, ambitions and objectives of governments, work organisations and individuals. This module will develop a critical understanding of the potential and limitations of the contribution of learning and talent development policies and strategies to formulating and achieving objectives at national, organisational, group and individual levels and will enable the development of intellectual, social, professional and personal skills to perform effectively in associated professional roles. The module requires learners to reflect critically on theory and practice from an ethical and professional standpoint, explores the implications for professional practice and provides opportunities for applied learning and continuous professional development.

Topic that may be included are as follows:

- Learning and development in context: the changing world of work and organisations
- The strategic importance of learning and development and approaches to learning and development
- Learning and development as a change agent
- Learning and talent development strategies, planning, interventions and activities
- The role of internal and external partners and stakeholders in learning and development
- Management and Career Development
- Principles of effective planning, design and delivery of planned learning events, and their practical application
- Developments in new technology and their implication for learning and development
- Learning and development and training delivery
- The evaluation and assessment of learning and development outcomes and investment in a range of contexts
- The role and tasks of the ethical practitioner
- The importance of continuing professional self-development

<b>CB8011 Essentials of Financial Risk Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
5	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
5	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a detailed understanding of a structured method of assessing financial risk by financial institutions;
- demonstrate knowledge and understanding to underpin the identification, measurement and management of financial risks in banks and financial firms, as well as non-financial corporations;
- develop an in-depth understanding of the nature of risk in an organisational set up involving banks, financial firms and non-financial corporations;
- demonstrate an understanding of the various techniques for financial risk measurement and management;
- demonstrate knowledge of a variety of financial markets, and with financial and statistical modelling related to trading and investment operations;
- demonstrate an in-depth understanding of the institutional and regulatory framework for supervising and monitoring financial risk management practices of banks and financial firms;
- develop and define complex arguments and provide critical insights on the financial risk management practise of banks;
- identify various types of financial risks and apply techniques for managing financial risks;
- evaluate and respond to the implications of institutional and regulatory framework that has bearing on the existing practices of financial risk management;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- apply numerical skills to solve problems faced by financial institutions;
- read, analyse, evaluate and summarise economic, financial and business events relating to financial risk management;
- locate, extract, and analyse data from different sources, e.g. newspapers, library, internet etc. to be presented in an appropriate format relating to financial risk management;
- plan and work independently using various learning resources;
- use information technology to acquire, analyse, and communicate effectively.

## 2021-22 Postgraduate Module Handbook

### Method of Assessment

Real Data Report, 2000 words (30%)  
Examination, 2 hour (70%).

Reassessment method:  
100% Exam

### Preliminary Reading

Bessis, J. (2015) Risk Management in Banking, 4th Edition, John Wiley and Sons.  
Jorion, P. (2006) Value at Risk: The Benchmark for Managing Market Risk, 3rd Edition, McGraw-Hill.  
Dowd, K. (2013) Measuring Market Risk, 2nd edition, John Wiley and Sons.  
Christoffersen, P. F. (2011) Elements of Financial Risk Management, 2nd edition, Academic Press.  
Alexander, C. (2009) Market Risk Analysis, Volume IV: Value at Risk Models, Wiley.

### Pre-requisites

None

### Synopsis \*

This module covers key concepts related to financial risk management, especially market risk in financial institutions. It broadly addresses the rationale for practising risk management, followed by approaches to measuring and managing risk.

The course will cover the following indicative topics:

- Taxonomy of Risks
- Essential Financial Products
- Introduction to Regulation
- Modelling Portfolio Risk
- Market Risk and VAR
- Credit Risk
- Risk-Adjusted Performance Measures

## 2021-22 Postgraduate Module Handbook

<b>CB8012 Financial Institutions Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge, comprehension and understanding to evaluate a specific economy as a suitable market for commercial and investment bank, drawing on knowledge of range of commercial and investment banking services.
- Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.
- Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.
- Assess the role of commercial and investment bank in acting on behalf of a client in a specific situation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of banking sector.
- Read, critically analyse and summarise transactions and economic events related to financial services providers such as both commercial and investment banks.
- Apply numerical skills to solve numerical problems faced by financial institutions.
- Read, critically analyse and evaluate, and summarize economic, financial and business events relating to financial institutions.
- Locate, extract, and analyse data from different sources, e.g. newspapers, library, internet, etc., to be presented in an appropriate format.
- Plan and work independently using various learning resources.
- Use information technology to acquire, analyse, and communicate effectively.

### Method of Assessment

Main assessment methods:

Individual Report – 2500 words (40%)  
Examination, 2 hour (60%).

Reassessment method:

100% Exam

### Preliminary Reading

Bessis, J. (2015). Risk Management in Banking. 4th edition. Chichester: John Wiley & Sons  
Farquhar, J. D. and Meidan, A. (2010). Marketing Financial Services. 2nd edition, Basingstoke: Palgrave Macmillan  
Hempel, G. H. and Simonson, D. G. (2008). Bank Management. 6th edition. Chichester: John Wiley & Sons  
Koch, T.W. and MacDonald, S.S. (2015) Bank Management. 8th edition. Mason, Ohio: South-Western Cengage Learning  
Saunders, A. and Cornett, M.M. (2018). Financial Institutions Management. 9th edition. New York: McGraw-Hill

### Pre-requisites

None

### Synopsis \*

This module aims to develop the ability to critically analyse and synthesise banking operations and strategy, examining banks' balance sheet operations with their need to balance liquidity, risk and return. The module also aims to enable an understanding of competitive strategies and the marketing of banking services and the implementation into the real business environment. Theoretical models will be used to evaluate the rapidly evolving policy of retail, international and investment banking and to understand issues and problems related to banking operations and strategy in the context of contemporary challenges in the financial sectors like business ethics and sustainability of financial services.

## 2021-22 Postgraduate Module Handbook

<b>CB8013 Domestic and International Banking</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge, comprehension and understanding to evaluate a specific economy as a suitable market for commercial and investment bank, drawing on knowledge of range of commercial and investment banking services.
- Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.
- Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.
- Assess the role of commercial and investment bank in acting on behalf of a client in a specific situation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of banking sector.
- Read, critically analyse and summarise transactions and economic events related to financial services providers such as both commercial and investment banks.
- Apply numerical skills to solve numerical problems faced by financial institutions.
- Read, critically analyse and evaluate, and summarize economic, financial and business events relating to financial institutions.
- Locate, extract, and analyse data from different sources, e.g. newspapers, library, internet, etc., to be presented in an appropriate format.
- Plan and work independently using various learning resources.
- Use information technology to acquire, analyse, and communicate effectively.

### Method of Assessment

Main assessment methods:

Individual Report – 2500-3000 words (40%)  
Examination, 2 hour (60%).

Reassessment method:

100% Exam

### Preliminary Reading

Bessis, J. (2015). Risk Management in Banking. 4th edition. Chichester: John Wiley & Sons  
Farquhar, J. D. and Meidan, A. (2010). Marketing Financial Services. 2nd edition, Basingstoke: Palgrave Macmillan  
Hempel, G. H. and Simonson, D. G. (2008). Bank Management. 6th edition. Chichester: John Wiley & Sons  
Koch, T.W. and MacDonald, S.S. (2015) Bank Management. 8th edition. Mason, Ohio: South-Western Cengage Learning  
Saunders, A. and Cornett, M.M. (2018). Financial Institutions Management. 9th edition. New York: McGraw-Hill

### Pre-requisites

None

### Synopsis \*

This module aims to develop the ability to critically analyse and synthesise banking operations and strategy, examining banks' balance sheet operations with their need to balance liquidity, risk and return. The module also aims to enable an understanding of competitive strategies and the marketing of banking services and the implementation into the real business environment. Theoretical models will be used to evaluate the rapidly evolving policy of retail, international and investment banking and to understand issues and problems related to banking operations and strategy in the context of contemporary challenges in the financial sectors like business ethics and sustainability of financial services.

## 2021-22 Postgraduate Module Handbook

<b>CB8014 Financial Data Modelling</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Private study hours: 114

Contact hours: 36

Total hours: 150

### Learning Outcomes

The intended specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of the major econometric methods.
- Demonstrate a comprehensive understanding of the application of traditional regression as well as the recent and on-going time series econometric techniques.
- Critically appreciate the various concepts and principles under which financial models are constructed, estimated, tested, forecasted and simulated.
- Use subject knowledge to analyse the problem and provide a reasoned response to that problem in the context of Finance, Accounting, Financial Economics and Business Studies.
- Critically interpret the econometric results by relating them to theoretical, institutional, structural and policy framework of the financial firms, industries, government, institutions and international organisations under review with a view to make statistical results plausible as well as appealing to the investors, practitioners and policy makers.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop and define complex arguments and provide critical insights on the practical financial, business, institutional and policy problems using appropriate financial models to estimate, test, evaluate, forecast and simulate theories and hypotheses.
- Read, critically summarise and evaluate transactions and economic events related to financial management and derivative securities.
- Apply numerical skills to solve complex numerical problems.
- Locate, extract, and critically analyse data from different sources, to be presented in an appropriate format.
- Plan and work independently using various learning resources.
- Work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism.
- Use information technology to acquire, analyse, and communicate effectively.

### Method of Assessment

Main assessment methods:

Individual report (2500 words) (70%)

Group report (2000 words) (30%)

Reassessment method:

100% coursework

### Preliminary Reading

Alexander, C. (2008) Market Risk Analysis, Volume II: Practical Financial Econometrics, Wiley.

Brooks, C. (2019) Introductory Econometrics for Finance, 4th Edition, Cambridge University Press.

Greene, W.H. (2018) Econometric Analysis, 8th Edition, Pearson.

Tsay, R. (2010) Analysis of Financial Time Series, 3rd Edition, Wiley-Interscience.

### Pre-requisites

None

### Synopsis \*

This is an IT-oriented hands-on applied econometrics/forecasting module on research methodology. This module focuses on the financial applications of statistical and econometric techniques to develop and implement tools for financial analysis and planning models. It is designed for the post-graduate students who are interested in familiarising themselves with the traditional regression techniques as well as the most recent and ongoing modern time-series econometric and forecasting techniques in order to apply them to test models/hypotheses/topical issues.

## 2021-22 Postgraduate Module Handbook

<b>CB8015 Financial Regulation and Financial Crises</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge, critical analysis and understanding of regulations and supervision of banking and non-banking financial institutions.
- Demonstrate knowledge, synthesis and understanding of the recent changes and evolution of regulatory framework of domestic and international financial institutions.
- Demonstrate knowledge and understanding of various concepts, principles and key issues centring the role, operations and working mechanism of regulation and supervision of financial institutions.
- Demonstrate knowledge and understanding of how prudential regulation and the conduct of business regulation are managed and supervised by multi-agency regulatory bodies in highly developed financial markets.
- Use subject knowledge to critical analyse and synthesise the problem and provide a reasoned response to that problem in the context of financial regulation.
- Critically evaluate and compare roots of financial crises based on the case studies.
- Demonstrate knowledge and understanding of the roots of the Global Financial Crisis and the role of Financial regulators.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of financial services regulation.
- Read and summarise transactions, financial statement, and conduct of business operation relating to financial services regulation and supervision.
- Apply numerical skills to solve numerical problems faced by financial institutions with regards to financial services regulation.
- Read, analyse, evaluate and summarize economic, financial and business events relating to financial services regulation.
- Locate, extract, and analyse data from different sources, e.g. Newspapers, library, internet, etc., to be presented in an appropriate format.
- Plan and work independently using various learning resources.
- Plan and work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism.

### Method of Assessment

Main assessment methods:

Individual Report (3000 words) (30%)  
Group presentation (10%)  
Examination, 2 hours (60%).

Reassessment method:

100% Exam

### Preliminary Reading

Barwell, R. (2013). *Macroprudential Policy*. Basingstoke: Palgrave Macmillan

Buckley, A. (2011). *Financial Crisis: Causes; Context and Consequences*. Harlow: Financial Times Prentice Hall

Rochet, J-C. (2008). *Why Are There So Many Banking Crises? : The Politics and Policy of Bank Regulation*, Princeton, New Jersey: Princeton University Press

### Pre-requisites

None

### Synopsis <span style =

This module aims to develop the ability to analyse financial crises and bank regulation, examining the roots, consequences and remedies for the financial crises with the special emphasis on the current global financial crisis. The module also aims to understand the complexity of the financial crisis and the role of bank regulation.

The module will cover topics including the Financial Crisis, banking supervision and regulation, the Basle Accord, banking failures, rating agencies and Financial Crisis, the role of international financial institutions.

## 2021-22 Postgraduate Module Handbook

<b>CB8016</b>		<b>Derivatives</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 37

Private study hours: 113

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and clearly explain the fundamental concepts of derivatives.
- Apply mathematical skills in pricing derivatives to problems of risk management.
- Develop trading strategies for exploiting arbitrage opportunities.
- Demonstrate knowledge and understanding of the theory of options and futures pricing.
- Analyse various financial instruments in the context of developing portfolios for the purpose of hedging, speculation and arbitrage.
- Assess risk management strategies in terms of relevance for specific corporate applications.
- Demonstrate understanding of and ability to apply models for valuing derivative securities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse, compare, discuss, critically evaluate evidence and hypothesis. To structure, develop and defend complex arguments orally and in writing.
- Plan work, use relevant sources and study independently.
- Work in groups, synthesise debate, respond to different points of view and negotiate outcomes; ability to receive and use criticism and advice.
- Ensure appropriate formats are selected for presentation of work, which includes the acknowledgement and reference of sources.
- Analyse structured and unstructured problems.
- Apply advanced mathematical skills.

### Method of Assessment

Main assessment methods

Group Technical Report (2000 words) (20%)

Individual Report (2000 words) (20%)

Examination, 2 hour (60%).

Reassessment methods

100% Exam

### Preliminary Reading

Hull, John .C. (2011) Options, Futures and Other Derivatives, 8th edn., Prentice Hall.

McDonald , Robert (2005) Derivatives Markets, second edition, Addison Wesley, Boston.

### Pre-requisites

None



## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Global derivative markets have exhibited spectacular growth in terms of volume of trading and use by both financial and non-financial institutions. Some of the world's large institutions—Orange County, Baring, Metallgesellschaft, Negara, AIG, and Lehman Brothers have lost billions of dollars in the financial markets. Whilst national and international authorities have agonised over the regulation of derivative markets, it generated tremendous interest on the nature, operation, working mechanism and true significance of derivative products and markets in the financial system and the economy.

Main topics:

- Forwards: No arbitrage principle
- Futures: Marking-to-market, margins call and liquidity
- Swaps: Interest rate risk and measures for risk management
- Options: Arbitrage versus speculation, options trading strategies
- Credit Default Swaps: Selling protection or printing money
- Path Dependent Products
- Exotic Options
- Real-Estate and Subprime Loans: The bubbles that always burst
- Securitization Process and Asset-Backed Securities: Derivatives as weapons from mass destruction?

The module focuses on the principles and characteristics of the main derivative markets, products and instruments, such as Futures, Forward, Options, Swaps, Credit Default Products and Structured Products. It examines the role, significance and working mechanism of various derivatives products, their valuation method and the models underpinning the pricing and hedging of derivative instruments. The module will draw from the rapidly expanding body of academic and professional literature relating to derivatives and their applications in Financial Markets.

## 2021-22 Postgraduate Module Handbook

<b>CB8017</b>		<b>International Financial Reporting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Exam	
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 37  
Private study hours: 113  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the international context in which corporate financial reports are prepared and used.
- Demonstrate knowledge and understanding of the purpose, conceptual basis, functioning and limitations of international financial reporting and accounting harmonisation.
- Demonstrate knowledge and understanding of the technical processes involved in the preparation of corporate financial reports in an international context and of possible alternative approaches.
- Comprehend, organise, evaluate, manipulate and interpret corporate financial reporting information prepared in an international context.
- Identify and respond appropriately to deficiencies in corporate financial reporting information prepared in an international context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical thinking
- Select, organise, develop and synthesis complex material
- Problem solve
- Plan, work and study independently
- Demonstrate quantitative skills.
- Conduct research into business and management issues.
- Identify, find, record, organise and manipulate relevant knowledge.
- Communicate orally and in writing

### Method of Assessment

Main assessment methods:

In-Course Test (20%)  
Individual Essay (1800 words) (20%)  
Examination, 2 hour (60%).

Reassessment method:

100% exam.

### Preliminary Reading

Alexander, D., Britton, A. and Jorissen, A. (2011), International financial reporting and analysis (5th edition), Andover: Cengage Learning

Deegan, C. and Ward A.M. (2013). Financial accounting and reporting an international approach. New York: McGraw-Hill

Elliott, B. and Elliott, J. (2012), Financial accounting and reporting (15th edition), Harlow: Financial Times Prentice Hall

Melville, A. (2011). International financial reporting a practical guide. (3rd edition). Harlow: Financial Times Prentice Hall

Nobes, C. and Parker, R. (2010), Comparative international accounting, (11th edition) Harlow; Financial Times Prentice Hall

Roberts, C., Weetman, P. and Gordon, P. (2008), International financial accounting: A comparative approach, (4th edition) Harlow: Prentice Hall/Financial Times

### Pre-requisites

None

### Synopsis \*

The module covers both the infrastructure of international financial reporting and selected technical issues critical in preparing and using corporate financial reports in an international context. It looks at international harmonisation and convergence and the development of international accounting standards. The theory of international financial reporting is discussed and illustrated by an examination of various technical issues. The constraints inherent in reporting to international financial markets, and the needs of international financial analyst, are explored.

## 2021-22 Postgraduate Module Handbook

<b>CB8018      Advanced Management Accounting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
 Private study hours: 114  
 Total study hours: 150

### Learning Outcomes

The intended specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate comprehensive knowledge and systematic understanding of the purpose, conceptual basis, functioning and limitations of management accounting techniques when employed for management control purposes
- Demonstrate comprehensive knowledge and systematic understanding of the technical processes involved in the preparation and use of management accounting information in international and multinational settings and of possible alternative approaches plus a critical awareness of the limitations of management accounting techniques
- Deal with complex management accounting issues and make sound suggestions at a professional level.
- Critically evaluate current research in management accounting and its deficiencies in providing information for managerial decision making.
- Demonstrate coordination and analytical skills in identifying suitable management accounting techniques in providing managerial information for decision making and ability to communicate such information to specialist and non-specialist audiences.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate complex material
- Solve problems in the absence of complete data and make sound suggestion for decision making
- Plan, work and study independently and in a group
- Conduct research and relate to practical issues
- Identify, research, organise and manipulate relevant knowledge
- Communicate orally and in writing

### Method of Assessment

Main assessment methods:

- In-Course Test 1 (20%)
- In-Course Test 2 (20%)
- Group Presentation (20%)
- Individual Essay (2000 words) (40%).

Reassessment method:

100% coursework.

### Preliminary Reading

Drury, C. (2015) Management and Cost Accounting, 9th Edn. London: Cengage Learning,

Merchant, K.A and Van der Stede, W.A. (2016) Management Control Systems: Performance Measurement, Evaluation and Incentives, 3rd Edn. Harlow: Prentice Hall,

### Pre-requisites

None

### Synopsis \*

The module provides a comprehensive understanding and critical evaluation of management accounting techniques when employed for management control and performance measurement and management purposes.

<b>CB8019      International Money and Finance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

**Contact Hours**

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an understanding of the rationale underlying key International Finance models.
- Apply skills of modelling macroeconomic variables in International Finance.
- Demonstrate an understanding of key foreign exchange parity relationships and their relevance to the management of exchange rate risk.
- Demonstrate an understanding of the role of international currency markets in the determination of economic outcomes.
- Analyse events within the international monetary system and critically assess potential response policies.
- Develop some of the concepts and principles introduced in Foundations of Finance and Quantitative Methods.
- Apply quantitative techniques for solving problems within the context of international money markets.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse, compare, discuss, critically evaluate evidence and hypothesis. To structure, develop and defend complex arguments orally and in writing.
- Plan work, use relevant sources and study independently.
- Ensure appropriate formats are selected for presentation of work, which includes the acknowledgement and reference of sources.
- Analyse structured and unstructured problems.
- Communicate using both qualitative and quantitative information.

**Method of Assessment**

Main assessment methods:

Individual Report (2000 words) (40%)  
Examination, 2 hour (60%).

Reassessment method:

100% Exam

**Preliminary Reading**

Copeland, L. (2008) Exchange Rates and International Finance, 5th edn., Prentice-Hall

Krugman, P. and Obstfeld, M. (2008) International Economics: Theory and policy, 8th Edn., Pearson

Madura, J. (2008) International Corporate Finance, 9th Edition, Thomson South Western.

Melvin, M. (2003). International Money and Finance, 7th Edn., Pearson

**Pre-requisites**

BUSN8021 Foundations of Finance

**Synopsis**

This module analyses the key financial decisions made by multinational companies (MNCs) and provides international perspectives to financial problems facing multinational corporations. It examines topical areas, such as international financial environment; international money and capital markets; analysis of foreign exchange risk exposure. It also covers the international monetary system, and the coordination of international economic policy.

Topics that may be covered are:

- Multinational Financial Management
- International Financial Markets
- Exchange Rate Determination
- Government Influence to Exchange Rates
- International Arbitrage and Interest Rate Parity
- Relationships among Inflation, Interest Rates, and Exchange Rates
- Forecasting Exchange Rates
- Measuring Exposure to Exchange Rate Fluctuations

## 2021-22 Postgraduate Module Handbook

<b>CB8020</b>		<b>Corporate Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Project, 30% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic knowledge and understanding of various finance theories and concepts;
- demonstrate a comprehensive knowledge and understanding of empirical studies within the field of finance and the ability to interpret and evaluate results from such studies;
- identify, find, select, record, organise and manipulate complex knowledge and data relevant to issues and tasks within finance;
- apply quantitative techniques for solving complex problems within a finance context;
- demonstrate a comprehensive knowledge of the agency model and its applications in finance and the firm in general.
- recognise the sources of positive net present value and understand how financial management can create value for the firm.
- recognise the incentives for and mechanics of issuing and retiring securities.
- demonstrate a comprehensive knowledge and understanding of corporate capital structure and dividend policy and be able to critically analyse the factors that influence these corporate policies;
- demonstrate a systematic knowledge of mergers/takeovers and a critical understanding of influencing factors and acquisition funding.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- analyse compare, discuss, critically evaluate various theories. To structure, develop and defend complex arguments orally and in writing;
- plan work, use relevant sources and study independently;
- ensure appropriate formats are selected for presentation of work, which includes the acknowledgement and reference of sources;
- analyse structured and unstructured problems;
- work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism;
- locate, extract, and critically analyse data from different sources.

### Method of Assessment

Main assessment methods:

Group presentation (30%)  
Individual Report (2500 words) (70%)

Reassessment method:

100% coursework

### Preliminary Reading

Damodaran, A (2015). Applied Corporate Finance, 4th edition. John Wiley & Sons. ISBN-10: 1118808932  
Berk and DeMarzo (2016). Corporate Finance, 4th edition, Global Edition. Pearson, ISBN-10: 1292160160  
Brealey, R., Myers S., & Allen F. (2020). Principles of Corporate Finance. 13th edition. McGraw-Hill, ISBN: 978-1-260-56555-3.

### Pre-requisites

None

### Synopsis \*

The module will develop students' understanding of corporate finance theory and its applications to the main problems faced by financial managers and corporate decision makers. The main topics that will be covered include corporate capital budgeting, investment decisions under uncertainty, cost of capital, sources of finance, capital structure, dividend policy and mergers and acquisitions (M&A) decisions.

## 2021-22 Postgraduate Module Handbook

<b>CB8021</b>		<b>Foundations of Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 37  
Private study hours: 113  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic knowledge and understanding of various finance theories and concepts;
- demonstrate a comprehensive and critical knowledge and understanding of empirical studies within the field of finance and the ability to interpret and evaluate results from such studies;
- demonstrate knowledge and understanding and a critical analysis of investment techniques, and ability to show how risk can be incorporated into investment appraisal techniques;
- apply quantitative techniques for solving complex problems within a finance context;
- demonstrate a systematic knowledge and understanding of the different forms of efficiency within a stock market and their implications to participants of the stock market;
- demonstrate knowledge and understanding of portfolio theory, the capital asset pricing model and the empirical tests of the CAPM and to be able to critically analyse such tests;
- demonstrate knowledge of the different forms of finance available to a company and be able to critically discuss issues relating to capital structure.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- analyse compare, discuss, critically evaluate various finance theories. To structure, develop and defend complex arguments orally and in writing;
- plan work, use relevant sources and study independently;
- ensure appropriate formats are selected for presentation of work, which includes the acknowledgement and reference of sources;
- analyse structured and unstructured problems.

### Method of Assessment

Main assessment methods:  
Individual Report (3000 words) (40%)  
Examination, 2 hour (60%).

Reassessment method:  
100% Exam

### Preliminary Reading

Brealey, R., Myers S., & Allen F. (2008) "Principles of Corporate Finance". 9th Edition. McGraw –Hill.

Hillier D., Ross, S., Westerfield, R., Jaffe J., and Jordan B. (2010) Corporate Finance – European Edition, Mc-Graw Hill, Higher Education

Keown, A., Martin, J. and Petty, J. (2010) "Foundations of Finance: The Logic And Practice Of Financial Management (2010)" 7th Edition, Pearson Education

Ross, S., Westerfield, R. and Jaffe, J. (2007) "Modern Financial Management", 8th Edition, McGraw-Hill Higher Education

### Pre-requisites

None

### Synopsis >\*

This module will cover the following topics:

- Investment appraisal techniques and decisions
- Stock market efficiency – capital market behaviour
- Portfolio theory
- The Capital Asset Pricing Model
- Sources of finance
- Capital Structure

## 2021-22 Postgraduate Module Handbook

<b>CB8022</b>		<b>Quantitative Methods</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 37  
Private study hours: 113  
Total study hours: 150

### Learning Outcomes

The intended specific learning outcomes:

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the use of quantitative techniques for application to problems in a finance context.
- Demonstrate an ability to undertake statistical investigation of financial data.
- Identify and select appropriate statistical techniques to apply to issues within a finance context.
- Apply quantitative techniques for solving problems within a finance context.
- Analyse and interpret results derived from statistical models.
- Demonstrate proficiency band competency in numeracy skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse compare, discuss, and critically evaluate various statistical methods.
- Plan work, use relevant sources and study independently.
- Work in groups, listen, respond to different points of view and negotiate outcomes. Ability to receive and use criticism and advice.
- Select appropriate formats for presentation of work, which includes the acknowledgement and reference of sources.
- Analyse structured and unstructured problems.

### Method of Assessment

Main assessment methods:

Individual Empirical Report (3000 words) (40%)  
Examination, 2 hour (60%).

Reassessment method:

100% Exam

### Preliminary Reading

Required Reading:

Brooks, C. (2008) *Introductory Econometrics for Finance*, 2nd edition, Cambridge University Press

Gujarati, D.N. (2009) *Basic Econometrics*, 5th Edition, McGraw-Hill, New York and London

Supplementary Reading:

Anderson, D.R., Sweeney, D.J., Williams, T.A., Freeman, J. and Shoemith, E. (2010), *Statistics for Business and Economics* (2nd edition), London: Cengage

Green, W.H. (2011) *Econometric Analysis* (7th edition), Harlow: Pearson

Watsham, T. and Parramore, K. (2007), *Quantitative Methods in Finance*, London: Thomson Learning

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module provides a general introduction to the quantitative methods used in financial applications and topics may include:

Statistical concepts  
Probability distributions  
Statistical inference, estimation and hypothesis testing  
Correlation, spurious correlation and general dependence measures  
Linear regression  
Multiple linear regression  
Logistic regression  
Monte Carlo simulation  
Modelling in Excel

<b>CB8023 Contemporary Topics in Logistics and Global Supply Chain Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the links between research, teaching with respect to theories and empirical applications within Logistic and Supply Chain.
- Explain and critically analyse recent methods and developments in various areas of Logistics and Supply Chain Management including green and reverse logistics, sustainable supply chain and humanitarian planning.
- Display an enhanced understanding of new methods and technologies within the Logistics and Supply Chain Management sector.
- Identify the use and the impact of such methods and technologies in practice.
- Write technical documents in the form of research reports to a specialised audience using recent research articles and industry reports in specific areas.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate technical results effectively to both technical experts and non-specialist managers.
- Write reports based on research work independently and in groups.
- Demonstrate enhanced research skills when undertaking new research projects of direct relevance to Logistics and Supply Chain Management using a wide range of media.
- Communicate through group discussion and oral presentation.
- Use some computer software such as Excel for modelling purposes.

### Method of Assessment

Main assessment methods:

Group Presentation (10%)  
Individual Reflective Report (1000-1500 words) (10%)  
Individual Report (3500-4000 words) (60%)  
In-Course Test – MCQ (20%).

Reassessment method:

100% coursework.

### Preliminary Reading

Journal papers will be used throughout the various topics

Burrough, P.A and McDonnell, R.A. (1998) Principles of Geographical Information System, Oxford: Oxford University Press.

Christopher, M. (2011) Logistics & Supply Chain Management (4th edition), London: Pearson.

Daganzo, C.F. (2005) Logistics Systems Analysis (latest edition), New York: Springer

Davies, M.B. (2007) Doing successful research project (using qualitative or quantitative methods), Andover: Palgrave

Liu, J.J. (2012) Supply Chain management and the Transport Logistics, Oxford: Routledge

McKinnon, A; Browne, M and Whiteing, A. (2013) Green Logistics: Improving the Environmental Sustainability of Logistics; 2nd Edition; London: Kogan Page Ltd

Rushton, P. Croucher P and P. Baker (Eds) (2014) The Handbook of Logistics and Distribution Management: Understanding the Supply Chain (5th edition), CILT (UK), London: Kogan Page



## 2021-22 Postgraduate Module Handbook

### Pre-requisites

BUSN9960 Introduction to Logistics and Supply Chain Management.

This module cannot be taken together with BUSN8005.

### Synopsis \*

Logistics has evolved significantly, both in terms of its role in local and global business practices and in terms of academic study. This module introduces students to a wide range of modern topics in logistics and equips them with an understanding of current trends, challenges and opportunities in the field. The aim of the module is to bridge the gap between academic and pragmatic approaches to address contemporary logistics problems.

Typical topics may include: innovation in supply chain management, supply chain risk and resilience, facility location, reverse logistics, green logistics and supply chain sustainability, humanitarian logistics, and GIS integration in transport management.

The module will be delivered by KBS academics and logistics/supply chain professionals. As part of the module, students are also taught research and consultancy skills in preparation for their final project.

<b>CB8025 Fixed Income Markets</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 36

Private study hours: 114

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- model and evaluate the mechanics of fixed income securities and their derivative instruments;
- quantify and evaluate the various sources of risk in fixed-income markets;
- implement various hedging strategies using traditional and derivative fixed income instruments;
- model the term structure of interest rates;
- construct alternative passive and active portfolios based on the shape of the term structure;
- implement fixed income strategies using real-market data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work through complex quantitative exercises;
- analyse real-market data;
- work in groups to complete and present empirical projects;
- identify and understand current literature in the field.

### Method of Assessment

Main assessment methods

Group Empirical Report (2000 words) (20%)

Individual Report (2000 words) (20%)

Examination, 2 hour (60%).

Reassessment method:

100% Exam

### Preliminary Reading

Bruce Tuckman and Angel Serrat, 2011, *Fixed Income Securities: Tools for Today's Markets*, 3rd Edition, Wiley.

Moorad Choodhry, 2005, *Fixed Income Securities and Derivatives Handbook: Analysis and Valuation*, Bloomberg Press.

Lionel Martellini, Philippe Priaulet and Stephane Priaulet, 2003, *Fixed-Income Securities: Valuation, Risk Management and Portfolio Strategies*, Wiley.

John Hull, 2011, *Options, Futures and other Derivatives*, 8th Edition, Prentice Hall.

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module provides a general introduction to various aspects of the fixed income market and its instruments. Indicative topics may include:

- The structure of fixed income markets, main instruments and pricing
- Introduction to the various types of interest rate curves, and interest rate arbitrage through the Law of One Price
- Modelling the term structure
- Interest rate risk: duration,-based measures of risk, the effect of convexity, multi-factor models and key rate durations
- Passive strategies, active strategies and liability-hedging through immunization
- Funding fixed income positions through the repo rate, liquidity risk and the practical limits to arbitrage
- Interest rate derivatives: forwards, futures and swaps
- Credit scoring, credit risk models, credit risk derivatives and their applications

<b>CB8029 The Psychology of Selection and Assessment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate the theory and contemporary research in the field of selection and assessment.
- Develop an understanding and knowledge of the underpinning rationale for best practice selection and assessment processes and their contribution to organisational performance.
- Plan effective selection and assessment processes and practices.
- Understand the importance of all appropriate ethical and legal obligations in selection and assessment, particularly equality of opportunity and diversity requirements.
- Critically evaluate key issues in the effectiveness of selection and assessment processes.
- Evaluate the use of a range of selection and assessment methods in differing organisational contexts and in international and global contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set Selection and Assessment in the wider context of general organisational management.
- Critically assess and evaluate the impact of selection and assessment on candidates, employees, management and the performance of organisations.
- Link theoretical perspectives to contemporary organisational situations throughout the course of the module.
- Develop relevant strategies and policies.
- Plan work, working independently, and in groups.
- Write coherently and write critically.

### Method of Assessment

Main assessment methods:

VLE test (15%)

Group Presentation (15%)

Individual Report (3500 words) (70%)

Reassessment method:

100% Coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

Arnold, J and Randall, R et al (2016). Work Psychology: Understanding Human Behaviour in the Workplace. 6th Edn. London: FT Prentice-Hall  
Chamorro-Premuzic, T., & Furnham, A. (2010). The Psychology of Personnel Selection. Cambridge: Cambridge: University Press.  
Cook, M. (2016). Personnel Selection: Adding Value through People (6th Ed). Chichester: John Wiley & Sons  
Woods, S.A. & West, M.A. (2014). The Psychology of Work and Organizations. 2nd Edn. London: Cengage Learning  
Zibarras, L., and Lewis, R. (2013). Work and Occupational Psychology. London: Sage

Students are strongly recommended to read as widely as possible, using a mixture of textbooks and journal articles. Support and encouragement of journal article reading is provided through seminar activities.

Students are advised to read from the following journals:

International Journal of Selection and Assessment; Journal of Occupational and Organizational Psychology; European Journal of Work and Organizational Psychology; Journal of Applied Psychology; Employee Relations; Human Resource Management Journal; International Journal of Human Resource Management; People Management, Personnel Review.

### Pre-requisites

None

### Synopsis \*

This module will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of employee resourcing. This will enable students to develop and apply employee resourcing tools and techniques to specific organisational contents in which they might operate. Indicative topics of study are as follows:

- Overview of the selection process
- The role of legislation
- Job and competency analysis
- Selection Tools: Recruitment and application forms; individual differences and psychometrics; selection interviews; work samples, and situational judgement tests
- Fairness and diversity in assessment.
- International selection methods
- Evaluating Selection from a candidate's perspective
- Assessment beyond selection: Appraisal, 360 degree appraisals and promotion

## 2021-22 Postgraduate Module Handbook

<b>CB8030 Investments and Portfolio Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 36  
 Private study hours: 114  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of different asset classes and asset allocation decision;
- Identify and evaluate various financial investments available globally;
- Demonstrate knowledge and understanding of security valuation models/methods and processes;
- Conduct macro- and micro-valuation of stock market, industry, and company/stocks to make investment/portfolio management decisions;
- Demonstrate knowledge and understanding of equity portfolio management and performance evaluation strategies;
- Identify, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks related to investments and portfolio management;
- Demonstrate knowledge and understanding of important theoretical and empirical studies within the field of investments and portfolio management and the ability to interpret and evaluate results from such studies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse, compare, discuss, and critically evaluate various theories. To structure, develop and defend complex arguments orally and in writing.
- Plan work, use relevant sources and study independently.
- Work in groups, listen, and respond to different points of view and negotiate outcomes. Ability to receive and use criticism and advice.
- Select appropriate formats for presentation of work, which includes the acknowledgement and reference of sources.
- Analyse structured and unstructured problems.

### Method of Assessment

Main assessment methods:  
 Group report (2000 words) (40%)  
 Examination, 2 hours (60%).

Reassessment method:  
 100% Exam

### Preliminary Reading

Bodie Z; Kane A & Marcus A.J (2014) Investments, 10th ed. New York: McGraw Hill

Elton, E.J., Gruber, M.J, Brown, S.J and Goetzmann, W.N. (2014) Modern Portfolio Theory and Investment Analysis, 9th ed. Chichester: John Wiley

Brown, K.C. & Reilly, F.K. (2012), Analysis of Investments and Management of Portfolios Independence, Kentucky: Cengage Learning

### Pre-requisites

None

### Synopsis <span style = "color: red; ">\*/span>

This module assumes basic knowledge and understanding of risk-return relationship, portfolio theory, and CAPM. It considers the investment and portfolio management decision in more detail by first examining the asset allocation decision and investments in a global context. It then attempts to evaluate different types of securities (bonds and stocks) in which investments can be made using a three-step top-down approach consisting of macro- and micro-market analysis, industry analysis and finally, company analysis. It then critically examines different equity portfolio management and performance evaluation strategies.

<b>CB8034 Supply Chain Modelling and Analytics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

**Contact Hours**

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- provide critical awareness of the nature of various modelling methods, stimulating students to appreciate the value of modelling in logistics and supply chain management to solve steady-state and dynamic problems.
- apply core methodologies used in supply chain analysis and modelling, including statistics, regression, optimization and probability,
- demonstrate an in depth knowledge of a number of Excel tools and functions that are commonly used in practice including the use of spreadsheet models for complex business decisions.
- critically evaluate some of the software used in logistics and supply chain management and provide basic understanding and usage of such tools.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- communicate findings effectively to specialist and non-specialist audiences.
- demonstrate integrative capabilities to co-ordinate group tasks or eventually lead a team of multifunctional individuals;
- write a technical report that incorporates many facets of IT such as presentational and graphical devices
- effectively employ computer tools including the use of software and coding to provide practical solutions for modern logistical problems.

**Method of Assessment**

Main assessment methods

Group Report (1000-1500 words) (15%)  
Individual Computer Based Report (1500-2000 words) (50%)  
Group Presentation (15%)  
VLE Test (20%)

Reassessment method:

100% coursework.

**Preliminary Reading**

Ragsdale C T, (2016) Spreadsheet Modeling & Decision Analysis: A Practical Introduction to Business Analytics, Cengage Learning

Shapiro J F, (2006) Modeling the supply chain, Duxbury

Chopra, S and Meindl P (2010) Supply Chain Management, Strategy, Planning and Operations, London: Pearson Int.

Hillier, F.S., Hillier, M.S. Schemedders, K. and Stephens, M. (2008) Introduction to Management Science: A modelling and case studies approach, (3rd edition), London: McGraw Hill

Wayne L. Winston (2011) Microsoft Excel 2010: data analysis and business modelling, Redmond, WA. Microsoft

**Synopsis \***

Today's increasingly complex global operations and new digital technologies are giving rise to a sea of data and increased need for modelling supply chain environments with the objective of measuring the performance of various strategies, methods and technologies. Supply chain modelling and analytics skills are in high demand and are a must-have for supply chain management career success. This module will cover the following indicative topics:

- Supply chain modelling: This part aims to formulate key activities of the supply chain while emphasizing both the need for formulation and implementation. These include Networks and Routing Transportation models, Resource Allocation and Production Scheduling models, Inventory management models, Quality control models, and Project Management.
- Spreadsheet Modelling: This part will cover the use of basic and advanced spreadsheet tools and functions (e.g., sorting, ranges, look-up tables, formatting, plotting graphs, optimisation tools, statistical functions).
- Analytics Techniques: This part demonstrate how analytics techniques, such as Forecasting, Regression, Descriptive analytics, Probability and Decision Analysis and Optimisation, can be applied to improve supply chains' efficiency and effectiveness by enabling data-driven decisions at strategic, operational and tactical levels.

## 2021-22 Postgraduate Module Handbook

<b>CB859 Managing the Multinational Enterprise</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Analyse the modern multinational enterprise (MNE), its evolution and associate MNEs decisions with Where, When, and How to invest.
- Define the various ways MNEs are organised in response to their external environment and relate them with different structures of MNE networks of subsidiaries.
- Investigate how subsidiary mandates are won and lost and as managers adapt to them appropriately. Assess their unique role in the MNE network either working in the headquarters or in a subsidiary.
- Conceptualise the various information and knowledge channels within the MNE.
- Examine innovation management within the MNE and interpret the ways information and knowledge are distributed. Evaluate Innovation opportunities and propose the appropriate actions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Negotiate and work with peers.
- Work under own initiative.
- Take a synoptic view of business.
- Address problems.
- Present a logical case/argument.

### Method of Assessment

Main assessment methods:

Group presentation (20%)  
Individual report (2000 words) (80%).

Reassessment method:

100% coursework

### Preliminary Reading

Dunning, J.H. and Lundan S.M. (2008) *Multinational Enterprises and the global economy*, Cheltenham: Edward Elgar Publishing Ltd

Rugman, A.M. (ed.) (2009) *The Oxford Handbook of International Business*, Oxford: Oxford University Press

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Understanding the Multinational Enterprise (MNE) and Foreign Direct Investment (FDI) is a key issue in economic theory and business. Since the emergence of the contemporary MNE at the end of the 19th century, changes in the macroeconomic and microeconomic environment, forced multinationals to change as a response to the rise of new technologies and products, the wider international division of labour and of course the greater integration of production, services, and – financial and other – markets. This changing process became more intense after the 1960s when U.S. and Japanese MNEs emerged as basic players in the international chessboard. Accompanied by the traditional European MNEs formed a triad that still dominates FDI in the world.

The changing geography of international production and investment reflects the dynamic interaction of many economic, organizational and policy factors. While many of these factors have long been relevant, their combination today represents the new forces influencing MNEs' location decisions. A simplistic approach of FDI towards location would not be appropriate to allow us to understand the complexity of international investments decisions. What is needed is a multidisciplinary approach of the phenomenon. It is the aim of this module to offer this multidisciplinary approach to students.

<b>CB887</b>		<b>Entrepreneurship</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 36  
Private study hours: 114  
Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of the global, institutional and cultural context of enterprise and its impact on entrepreneurial activities, as well as the link of these to innovation and sustainable organizational performance
- Demonstrate detailed knowledge of the challenges associated when working within an entrepreneurial team and be able to manage effectively, ethically and responsibly.
- Conceive of and develop an attractive entrepreneurial idea, and explore strategies to exploit this opportunity
- Demonstrate a critical understanding and utilisation of the tools/ frameworks in practicing entrepreneurship
- Develop the skills required to successfully "pitch" an entrepreneurial idea

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate complex problem solving and decision making skills
- Demonstrate advanced research and critical thinking skills
- Learn through reflection on practice and experience
- Work and study independently and in groups, and utilise resources effectively
- Demonstrate comprehensive communication and report writing skills

### Method of Assessment

Main assessment methods:

- Entrepreneurial Team Pitch 15%
- Team-based simulation report, 15%
- Individual Essay, 3500 words, 70%

Re-assessment methods:

100% coursework.

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

This module requires students to become familiar with a mix of classics and more contemporary works in entrepreneurship.

Below is a non-exhaustive list:

Blank, S. (2013). Why the lean start-up changes everything. *Harvard Business Review*, 91(5): 63-72.

GEM Report 2016/2017. Global Entrepreneurship Report. <http://www.gemconsortium.org/report>

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, 88(6): 42-51

Miller, D. (2015). A downside to the entrepreneurial personality. *Entrepreneurship Theory and Practice*, 39(1): 1-8.

Schjoedt, L., and Krause, S. (2009). Entrepreneurial teams: definition and performance factors. *Management Research News*, 32(6): 513-524.

Spigel, B. (2015). The Relational Organization of Entrepreneurial Ecosystems. *Entrepreneurship Theory and Practice*, forthcoming.

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis \*

In this module the nature of entrepreneurship and the importance of entrepreneurship for the vitality of a national economy with specific emphasis on the UK and European context will be discussed. This module is hands-on in nature and the focus is on experiential learning. Through a simulation game, students gain an understanding of the complexity of initiating a business, the array of decisions that are required based on incomplete information, and the dynamic and competitive nature of the marketplace in which new products and services are introduced. Using simulation as an educational tool, students engage in entrepreneurial core activities: Identifying and exploiting market opportunities.

Much attention will be paid to the concept of business models, the search for an appropriate business model and the validation of business models. This module also features voices from the world of entrepreneurship, i.e. entrepreneurs that speak to students in class and interaction with entrepreneurs through visits to start-ups.

A critical aspect of any entrepreneurial activity is the acquisition of resources, primarily financial and human resources. Different alternative funding mechanisms will be discussed. In addition, various strategies will be highlighted to profit from an innovation created by entrepreneurs.

Further, we discuss the internationalisation aspects of entrepreneurship, and strategies to internationalize new ventures. Finally, the module stresses that entrepreneurial activity may not only occur through individual efforts by entrepreneurs, but may also occur in existing corporate settings.



<b>CB900 Corporate Responsibility and Globalisation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Private study hours: 126

Contact hours: 24

Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Analyse the role of business in society.
- Discuss the main ethical, economic, social and environmental challenges faced by contemporary organisations.
- Compare and contrast different theoretical perspectives behind the motivations for engaging, or not engaging, in responsible behaviour.
- Show an understanding of ethical theory, and be able to apply theory to a range of contemporary ethical issues associated with managing an international business.
- Display knowledge of the relationship between corporate responsibility and firm performance, behaviour, reporting and governance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Negotiate and work with peers.
- Work under own initiative.
- Work with others.
- Take a synoptic view of business.
- Address problems.
- Present a logical case/argument.

### Method of Assessment

Main assessment methods:

Group presentation (20%)

Individual Essay (5000 words) (80%).

Reassessment method:

100% Coursework

### Preliminary Reading

Blowfield, M., and Murray, A. (2011). *Corporate Responsibility – A Critical Introduction*, 2nd Ed., Oxford: Oxford University Press.

Craig Smith, N., and Lenssen, G. (2009). *Mainstreaming corporate responsibility*. Wiley: Chichester.

### Pre-requisites

None

### Synopsis \*

Business failures in the global financial sector, and the subsequent repercussions for a range of different groups, not just shareholders, have put the spotlight on the role of business and the behaviour of managers. Is business just responsible for maximising profit for its owners, or does it have responsibilities to other groups? This raises a number of difficult questions; which groups? responsible for what? And if so, how to discharge these responsibilities?

This module has three main aims:

- To develop critical thought, insight and debate regarding the changing role of business in today's society.
- To broaden your views on the role of business in society.
- To provide you with the tools, skills and knowledge to manage responsibly.

The nature of the topic is constantly changing and evolving; therefore the module will be subject to continual refinement according to developments in industry, government and academia.

Indicative topics are:

- Definitions of Corporate Responsibility
- The Role of Business and Society
- Theories of Corporate Responsibility
- Ethics Theory
- Business Ethics and Corporate Governance
- Areas of Corporate Responsibility
- Firm Level Responses
- Social Accounting
- Criticisms of Corporate Responsibility
- Social Entrepreneurship
- Sustainability

## 2021-22 Postgraduate Module Handbook

### **CB9019 Computer Tools for Simulation**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	

### **CB9020 Techniques of Production and Operations Management**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Hong Kong Baptist University	Autumn	M	10 (5)	100% Coursework	

### **CB9021 Applied Statistics Using Computing Packages**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Hong Kong Baptist University	Autumn	M	10 (5)	100% Coursework	

### **CB9024 HBKU Conversion Mark**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Whole Year	M	125 (62.5)	100% Coursework	

## 2021-22 Postgraduate Module Handbook

<b>CB9027 Innovation Management and New Product Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the nature of sustainable innovation and be able to identify the relevance and potential for sustainable innovation in value-creating, consumer-driven businesses.
- Understand and execute the crucial tasks in New Product Development from idea generation to commercialisation.
- Understand the firm-internal perspective and context of innovation, including the formulation of and decision for innovation strategies, organisational structures and designs for innovation, creativity and performance within innovation teams, cooperation between R&D and marketing in the new product development process, champions and promoters of innovation, the management of radical innovation and the measurement of innovation performance.
- Apply appropriate (qualitative and quantitative) data analysis techniques to critically evaluate business' innovation performance and generate ideas for improving innovation performance.
- Demonstrate critical awareness of the key tools and techniques for mapping innovation, where to find information on leading edge approaches and have the ability to critically evaluate, select and systematically apply these in actual business situations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Reflect on their own skills, knowledge and practice, and to ensure their own continuing self-development.
- Develop interpersonal, communication, and team-working skills.
- Develop research, analytical, evaluative and critical thinking skills.

### Method of Assessment

Main assessment methods:

Group Report (2000 words) (20%)  
Individual Assignment, 3000 words (80%)

Reassessment method:

100% Coursework

### Preliminary Reading

Trott, P. (2016). Innovation Management and New Product Development, 6th Edition, London: Financial Times Prentice Hall (ISBN-13: 978-1292133423).

Tidd, J. and Bessant, J. (2018). Managing Innovation: Integrating Technological, Market and Organizational Change, 6th Edition. London: John Wiley & Sons Ltd (ISBN: 978-1119379454 )

### Pre-requisites

None

### Restrictions

MSc Marketing

### Synopsis \*

This module introduces students to core theories on innovation management and new product development. It is based around understanding how firms manage innovation and how this can be achieved by adopting a management perspective. Indicative topics may include:

- Innovation Management (e.g. innovation typologies / degrees of innovation, models of innovation and innovation management),
- Innovation Systems (e.g. people, leadership and organisation structures for innovation),
- Innovation Performance (e.g. determining how innovative an organisation is),
- New Product Development (e.g. how to define and quickly implement concepts for new products, services and processes)

## 2021-22 Postgraduate Module Handbook

<b>CB9031 Generating Theory and Presenting Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Conduct a literature search using a wide range of sources.
- Critically review the work of others in a systematic and objective manner.
- Generate research questions and hypotheses from the review of an existing body of knowledge.
- Recognise the different types of research (design) that are appropriate for different research questions.
- Develop conceptual frameworks for the analysis of specific research questions and the testing of specific hypotheses.
- Identify strategies for working effectively with supervisors and making use of advice, guidance and expert advice from different sources (e.g. academic staff, students, sponsors and practitioners).
- Prepare a timetable with targets, outcomes and milestones, to facilitate the timely completion of their thesis.
- Present research findings to different audiences (e.g. academics, sponsors, practitioners) in different ways (e.g. written, oral, electronic/virtual).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate research results to academic and general audiences in both written and oral media.
- Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development.
- Solve problems that are common in social research.

### Method of Assessment

Main assessment methods:

Methodological Review and Extended Abstract (1000 words) (50%)  
Presentation (50%).

Reassessment method:

100% coursework

### Preliminary Reading

Russo, Federica (2009). Causality and causal modelling in the social sciences: measuring variations, Springer, ISBN: 9781402088162 (hbk.)

Oliver, Paul (2008). Writing Your Thesis, Sage, ISBN 978-1-4129-4689-6

Murray, Rowena (2008). How To Write A Thesis, Open University Press, ISBN 978-033521968-1

Phillips, Estelle & Pugh, Derek (2008). How To Get A PhD: A Handbook for Students and their Supervisors, Open University Press, ISBN 978-033521684-0

Ridley, Diana (2008). The Literature Review, Sage, ISBN 978-1-4129-3426-8

Grix, Jonathan (2001). Demystifying Postgraduate Research, University of Birmingham Press, ISBN 1-902459-35-0

### Pre-requisites

None

### Synopsis \*

This module focuses on the process of theory generation and the presentation of research findings from a business management perspective, providing students with guidelines for:

- undertaking critical elements of their research (literature review, formulation of research hypotheses, development of conceptual frameworks), prior to the collection and analysis of primary data (covered in subsequent modules);
- presenting research findings to different audiences in different ways;
- the timely completion of their theses.

Topics are: Accessing academic literature, conducting a literature review, generating research questions and hypotheses, developing conceptual frameworks, managing supervision, preparing for the upgrade seminar, preparation for the PhD viva, reflection and reflexivity, writing papers and presenting research findings.

## 2021-22 Postgraduate Module Handbook

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 16  
Private study hours: 134  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

On completion of the module students will be able to:

- Have knowledge and understanding of philosophical bases for social research: different paradigms and their accompanying epistemological models;
- Critically appraise the epistemological limits of different research methodologies;
- Be aware of the advantages and problems of combining different research methods;
- Have knowledge of the ethical issues raised by social research;
- Have knowledge of the political and policy contexts of social research as well as the reflexivity of social research;
- Criticise the methodological choices made in published research studies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate research results to academic and general audiences in both written and oral media.
- Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development;
- Solve problems that are common in social research.

### Method of Assessment

Main assessment methods:

Presentation (10%)  
Critique (2000 words) (20%)  
Individual essay (3000 words) (70%)

Reassessment method:

100% coursework

### Preliminary Reading

Philosophy of science

Archer, M., Bhaskar, R., Collier, A., Lawson, T., & Norrie, A. (Eds.). (1998). *Critical Realism: Essential Readings*. London: Routledge. B835

Chalmers, A. (1999, 3rd ed.) *What is This Thing Called Science?* Milton Keynes: OU Press. Q175

Godfrey-Smith, P. (2003). *Theory and Reality: An Introduction to the Philosophy of Science*. Chicago: Univ. of Chicago Press. Q175

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. Chicago: Chicago University Press. Q175

Ladyman, J. (2002). *Understanding Philosophy of Science*. Abingdon: Routledge. Q175

The following is a good book of readings:

Klemke, E., Hollinger, R., & Kline, A. (1988). *Introductory Readings in the Philosophy of Science*. New York: Prometheus Books. Q175

Philosophy of social science

Benton, T. and Craib, I. (2011) *Philosophy of Social Science: The Philosophical Foundations of Social Thought*, London: Palgrave, H61.15

Rosenberg, A. (2012, 2nd ed.) *Philosophy of Social Science*, Westview, H61

The following is a very good book of readings covering all the major themes and philosophers:

Delanty, G., & Strydom, P. (Eds.). (2003). *Philosophies of Social Science: The Classic and Contemporary Readings*. Maidenhead: OU Press. H61

Management research

Easterby Smith, M., Thorpe, R., & Jackson, P. (2012, 4th ed.) *Management Research* London: Sage. HD29.4

Kelemen, M. and Rumens, N. (2008) *An Introduction to Critical Management Research*, Sage. HD29.4

Mingers, J. and Willcocks, L. (eds.) (2004) *Social Theory and Philosophy for Information Systems*, Wiley. HM851

Mingers, J. (2014) *Systems Thinking, Critical Realism and Philosophy: A Confluence of Ideas*. Routledge, B67

### Pre-requisites

This module is part of the KBS PhD Research Training Programme and will usually be taken along with modules BUSN9033 Qualitative Research Methods, BUSN9031 Generating Theory and Presenting Results and BUSN9129 Quantitative Research Methods

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module introduces students to the philosophical issues and paradigms that underlie research in the social sciences. Traditionally, different views about the nature of the social world have led to the development of specific paradigms, such as empiricism, interpretivism and a critical perspective. Each of these paradigms makes claims concerning ontology (what are taken to be the objects of knowledge), epistemology (what counts as valid knowledge), methodology and to some extent ethics. The syllabus will go on to discuss the relationships between these paradigms and the extent to which they can be superseded more recent approaches such as critical realism and multimethodology.

Students will be encouraged to consider how these varied paradigms can inform their own particular research project. Indicative topics are: the scientific status of social inquiry, the roles of causality and interpretation in social inquiry, the roles of values in the social sciences, the relations between paradigms and specific research methods and ethical issues in social inquiry.

<b>CB9033 Qualitative Research Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	10 (5)	100% Coursework	
2	Canterbury	Autumn	M	10 (5)	100% Coursework	

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic and critical understanding of the qualitative turn in management and organizational research and a critical awareness of where qualitative research fits into the management and organizational studies field.
- Understand and creatively apply a range of qualitative approaches and a variety of research methods available for the completion of a qualitative piece of research
- Comprehensively understand and make use of a range of qualitative data analysis approaches
- Critically assess the strengths and weaknesses of different qualitative research approaches used in management and organization research
- Critically evaluate the use of qualitative research approaches in published research

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate and present research approaches & associated methods orally
- Communicate and present research approaches & associated methods in writing
- Evaluate research findings in the management and organizational studies field
- Evaluate data analysis approaches
- Plan and work independently using a variety of learning resources

### Method of Assessment

Main assessment methods:  
Individual essay (3000-3500 words) (80%)  
Individual presentation (20%)

Reassessment method:  
100% coursework

### Preliminary Reading

Bell, E. and Thorpe, R. 2013: A very short, fairly interesting and reasonably cheap book about management research. London: Sage.

Buchanan, D. A. and Bryman, A. 2009: The Sage Handbook of Organizational Research Methods. London: Sage.

Hammersley, M. 2008: Questioning Qualitative Inquiry. London: Sage.

Myers, M.D. 2013: Qualitative Research in Business & Management, Second Edition. London: Sage.

Silverman, D. 2013: A very short, fairly interesting and reasonably cheap book about qualitative research, Second Edition. London: Sage

Symon, G. and Cassell, C. 2012: Qualitative Organizational Research. London: Sage.

### Pre-requisites

BUSN9031 Generating Theory and Presenting Results, CB9032 Philosophical Issues and Paradigms and BUSN9129 Quantitative Research Methods (all co-requisites)

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module provides students with a broad knowledge of qualitative research in the management and organization studies field. In doing this it will provide students with the skills to make judgements about the appropriate use of the variety of qualitative research approaches available when producing a piece of management, organizational and business research. Topics of study are likely to include:

- Qualitative Research and Epistemology
- Interviews and other forms of qualitative data
- Grounded Theory
- Ethnography
- Case Study
- Comparative Historical Method
- Narrative Analysis
- Discourse Analysis
- Publishing Qualitative Research

## 2021-22 Postgraduate Module Handbook

<b>CB9034</b>		<b>Dissertation for the MSc Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Whole Year	M	45 (22.5)	100% Project	
7	Canterbury	Whole Year	M	45 (22.5)	100% Project	
5	Canterbury	Whole Year	M	45 (22.5)	100% Coursework	

### Contact Hours

Total contact hours: 8  
Private study hours: 442  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the nature of research and be able to use a variety of resources to gather information.
- Read and critically review research papers.
- Apply a range of appropriate qualitative and quantitative research methods to analyse complex data.
- Systematically apply appropriate methods and frameworks in order to produce conclusions of relevance for finance or the scholarly literature.
- Carry out a substantial research project and present the work in the form of a comprehensive written report.
- Integrate and communicate in-depth knowledge and understanding gained from individual modules in the Masters of Finance suite of courses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work with self-direction and originality in identifying and addressing problems.
- Plan work, use relevant sources and study independently.
- Receive and use criticism and advice.
- Select appropriate formats for the presentation of work, which includes the acknowledgement and reference of sources.
- Present ideas, arguments and results in the form of a well-structured dissertation.

### Method of Assessment

Main assessment methods  
Project (8,000 – 10,000 words) (100%)

Reassessment methods  
100% project

### Preliminary Reading

As appropriate for the dissertation subject under study

### Pre-requisites

BUSN9078 Research Methods and Skills (Finance)

### Synopsis \*

This module will allow students to apply the knowledge and skills gained throughout the course in order to produce an extended independent piece of work. Every student will be allocated a personal supervisor who will guide them through the process. As part of their project, students will generate an interesting and relevant research question in finance, analyse the related financial literature, and conduct their own independent research into their topic. More specifically, students will research topics in the fields of finance (MSc Finance); finance, investment and risk (MSc Finance, Investment and Risk); finance and financial management (MSc Finance and Management); banking and finance (MSc Banking and Finance); financial technology (MSc Financial Technology).



## 2021-22 Postgraduate Module Handbook

<b>CB9038</b>		<b>MBA Management Skills and Career Development Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Project	

### Contact Hours

Tutorials 40

### Learning Outcomes

By the end of this module participants will be able to:

- 1 To develop students' research and generic study skills to enable them better to benefit from the MBA.
- 2 To develop students' personal and management skills to enable them better to benefit from the MBA.
- 3 To enable students to identify required personal development after completion of the programme in the light of their career objectives.
- 4 To enable students to construct a personal development plan linked to their career ambitions.

The intended generic learning outcomes

- 1 Ability to plan, work and study independently, using relevant resources in a manner that reflects good practice.
- 2 Ability to work with self-direction and originality in identifying and addressing problems.
- 3 Ability to be self-aware, identify areas for self-improvement and generate solutions.
- 4 Ability to present ideas, arguments and results in the form of a well-structured report.

### Method of Assessment

Assessment will be based entirely on the Management Skills Report of between 4000 and 5000 words (+/- 10%), MOODLE submission.

### Preliminary Reading

- \* S. Cameron (2008) *The MBA Handbook: Study Skills for Postgraduate Management Study*, 6th Ed, Pearson Education, Harlow
- \* C. Fisher (2007), *Researching and Writing a Dissertation: A guidebook for business students*, 2nd ED. FT Prentice Hall.

### Synopsis \*

The module content will include the following core skills:

- \* Writing at the Master's level
- \* Case study methodology
- \* Electronic literature searching and on-line sources
- \* Using literature effectively
- \* Time management
- \* Reading skills
- \* Writing skills
- \* Working in groups
- \* Presentation skills
- \* Career and personal development planning including the identification of key management skills and any gaps in the individual's profile

## 2021-22 Postgraduate Module Handbook

<b>CB9039</b>		<b>MBA Business Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Project	

### Contact Hours

Supervision/Tutorial: 20 hours  
Private study: 280 hours  
Total: 300 hours

### Learning Outcomes

On successfully completing the module students will be able to:

- Identify and justify a problem of relevance to an appropriate business topic, mostly relevant to the underlying main overarching themes of the MBA (i.e. innovation, entrepreneurship, sustainability and CSR, and leadership).
- Critically evaluate and discuss relevant literature, identify and apply advanced analytical tools and techniques appropriately to the chosen topic.
- Undertake analysis of quantitative and/or qualitative data.
- Draw realistic and appropriate conclusions and make recommendations based on options.
- Produce a report in the required format that integrates and communicates knowledge gained from the MBA.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Demonstrate competence in numeracy and quantitative skills including the use of models of business situations; qualitative research skills.
- Conduct in-depth research into business and management issues.
- Identify, find, record, organise, manipulate and communicate complex knowledge relevant to the development and management of organisations.
- Demonstrate clear self-direction in research and analysis of business topics

### Method of Assessment

Main Assessment Method  
100% coursework - 8000-10000 word business report

Reassessment Method  
100% coursework

### Preliminary Reading

Davies, M.B. (2014) Doing successful research project (using qualitative or quantitative methods), (2nd edition)  
Basingstoke: Palgrave

Saunders, M., Lewis, P. (2012) Doing Research in Business and Management: An Essential Guide to Planning Your Project. London: Prentice Hall.

Saunders, M, Lewis, P and Thornhill, A. (2016), Research methods for business students, (6th edition) Harlow: Pearson.

Weyers, J. and McMillan, K. (2011) (2nd edition) "How to Write Dissertations and Project Reports" London: Prentice Hall

### Pre-requisites

Completion of the taught modules of the MBA Programme

### Restrictions

Only available to MBA students

### Synopsis \*

This module provides the opportunity for students to diagnose and investigate a complex business issue, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations. There are three options for the business report: consultancy report (problem), analyst report (company or sector overview), and entrepreneur's report (business plan).

The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of business report writing skills. It requires reflection on the implications for business from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.

## 2021-22 Postgraduate Module Handbook

<b>CB904 Structure and Organisation of the E-Commerce Enterprise</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module students will be able to:

- Understand successful business and organisational models of firms in the era of E-Commerce
- Analyse how Internet technologies affect the application of these models and apply this analysis to real (or "realistic") organisations
- Plan the implementation of organisational change to embed new technology in business strategy, processes and work practices

The intended generic learning outcomes:

On successfully completing the module students will be able to:

- Select, organise, develop and synthesise complex material
- Analyse problems and identify appropriate solutions
- Plan work and study independently and use relevant resources.
- Communicate, coordinate and perform effectively in a team environment (both face to face and virtual)

### Method of Assessment

Main assessment methods:

- 5 online MCQ quizzes (15%)
- Online seminar contributions (15%)
- Individual essay – 2500 words (70%)

Reassessment method:

100% coursework

### Preliminary Reading

The recommended textbook is:

The main textbooks are:

- Prahalad, C.K. and Krishnan, M.S. (2008) *The New Age of Innovation: Driving Co-created Value Through Global Networks*, London: McGraw-Hill Professional
- Shane, Scott (2009) *Technology Strategy for Managers and Entrepreneurs*, Harlow: Pearson Prentice Hall

Other useful books are:

- Chen, S. (2005) *Strategic Management of e-Business* (2nd ed.), Chichester: John Wiley & Sons
- Child, J. and Faulkner, D. (1998) *Strategies of Co-operation*, Oxford: Oxford University Press
- Davenport, T. and Prusak, L. (1998) *Working Knowledge: How Organizations Manage What They Know*, Boston, Mass.: Harvard Business School Press
- Jelassi, T. and Enders, A. (2005) *Strategies for e-Business – Creating Value through Electronic and Mobile Commerce, Concepts and Cases*, London: FT Prentice Hall
- Storey, J. ed. (2001) *Human Resource Management - A Critical Text* (2nd ed.), London: Thomson Learning
- Willcocks, L. et al. (2000) *Moving to E-Business*, Chatham: Random House

### Pre-requisites

None

### Synopsis \*

The purpose and aims of the module are to:

- Identify successful business and organisational models in the e-commerce/digital business era
- Show how firms can develop organisational capabilities to execute these models successfully
- Explain the importance of organisational structure, leadership and management for digital transformation
- Demonstrate the importance of understanding, analysing, designing, developing and integrating business processes as well as data to achieve greater organisational effectiveness
- Illustrate the vital role of technology in enabling success in the digital era.

## 2021-22 Postgraduate Module Handbook

<b>CB9040</b>		<b>Machine Learning and Forecasting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
8	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

- demonstrate advanced knowledge of the types of data analysis problems that can be appropriately dealt with using machine learning and forecasting techniques.
- understand and critically discuss research issues within the area of machine learning and forecasting.
- successfully develop machine learning and forecasting models and apply them to real-world problems.

The intended generic learning outcomes

On successfully completing the module students will be able to:

- work with complex issues both systematically, critically and creatively
- demonstrate self-direction and originality in tackling and solving problems through research design, data collection, preparation, analysis, synthesis, and reporting
- demonstrate effective use of different forms of communication techniques to present complex ideas and arguments

### Method of Assessment

Main assessment methods

VLE Test: 20%

Individual Assignment (2000 words): 30%

Data Analysis Report (up to 2000 words): 50%

Reassessment method:

100% coursework.

### Preliminary Reading

Students will also be required to read articles from academic journals like Machine Learning, Journal of Machine Learning Research, Journal of Forecasting, International Journal of Forecasting.

Box, G.E.P., Jenkins, G.M., Reinsel, G.C., Ljung, G.M. (2015) Time Series Analysis: Forecasting and Control, 5th Edn. Hoboken: Wiley. (ISBN: 978-1118674918)

James, G., Witten, D., Hastie, T., Tibshirani, R. (2013) An Introduction to Statistical Learning with Applications in R. New York: Springer. (ISBN 978-1461471370)

Hyndman, R.J., Athanasopoulos, G. (2018) Forecasting: Principles and Practice. OTexts. (ISBN 978-0987507112)

Witten, I.H., Eibe, F. (2011) Data Mining: Practical Machine Learning Tools and Techniques, 3rd Edition. San Francisco: Morgan Kaufmann. (ISBN: 978-0123748560)

### Pre-requisites

None

### Synopsis \*

In this module, students will learn about the fundamentals of machine learning and forecasting techniques and gain hands-on experience with analysing and solving a variety of problems encountered in business and management.

Three indicative areas of the module could include:

- Machine learning: The introduction of modern machine learning techniques used in business data analysis, including both supervised learning (e.g. regression, classification, and artificial neural networks) and unsupervised learning (e.g. association rule discovery and cluster analysis).

- Forecasting: Students will learn about various forecasting methods, including exponential smoothing methods and the Box-Jenkins method (i.e. the ARIMA model and variants).

- Data analysis report writing. Students will systematically carry out a data analysis project and write a data analysis report.

The data analysis packages such as R, SPSS, and Weka may be used in this module.

## 2021-22 Postgraduate Module Handbook

<b>CB9044</b>		<b>Developing Business Skills for HRM</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- develop research and generic study skills to enable them better to benefit from a Master's programme in business and management, including enhanced IT proficiency and the ability to better manage financial information and resources;
- develop personal and management skills to enable them better to lead and influence others more effectively;
- develop competence in postgraduate study skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently, using relevant resources in a manner that reflects good practice;
- work with self-direction and originality in identifying and addressing problems;
- construct a personal development plan and be self-aware, identify areas for self-improvement and generate solutions;
- present ideas, arguments and results in the form of a well-structured report;
- more effectively manage interpersonal relationships.

### Method of Assessment

Main assessment methods

Business Skills Portfolio (4,000 – 6,000 words) (100%).

Reassessment methods

100% coursework.

### Preliminary Reading

Cameron, S. (2008) *The MBA Handbook: Study Skills for Postgraduate Management Study*, 6th Ed, Harlow: Pearson Education

Currie, D. (2005) *Developing and applying study skills: writing assignments, dissertations and management reports*. London: CIPD

Sharp, J.A., Peters, J. and Howard, K. (2002), *The Management of a Student Research Project*, 3rd Ed. Gower.

Watson G. and Reissener S. (2014) *Developing Skills for Business Leadership* (2nd Ed), London: CIPD

### Pre-requisites

None

### Synopsis \*

The main topics of study are as follows:

- Postgraduate study skills
- Time Management
- Working in groups
- Teams and team-building
- Learning and influencing others
- Interpersonal communication and relationships
- Ethical behaviours
- Decision making
- Coaching and mentoring
- Information-handling skills: Interpreting and managing financial resources, IT skills
- People management skills
- Self-awareness and personal development planning

<b>CB9045</b>		<b>Human Resource Management in Context</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Critically evaluate the major internal and external environmental contexts within which HR professionals operate in the market, public and third sectors.
- Generate effective, reasoned responses to market and competitive environments from an overall organisational and HR perspective.
- Create and deliver effective HR strategies, practices and solutions in response to internal and external environment factors, including national and global contexts.
- Demonstrate an in-depth understanding of demographic, social and technological trends and how they shape and impact on organisational and HR strategies and practices
- Demonstrate an in-depth understanding of Government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices.
- Demonstrate an in-depth understanding of the role of values and ethics in the context of HRM.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Critically assess and evaluate the impact of HRM on management and the performance of organisations within a range of contexts.
- Have developed analytical skills by linking theoretical perspectives to contemporary organisational situations in a range of contexts.
- Have developed relevant strategies and policies within different organisational and environmental contexts.
- Plan work, work independently and also in groups.
- Write coherently and write critically.
- Reflect on their continuous personal and professional development.

### Method of Assessment

Main assessment methods

Individual Assignment (Case Study) (2000 words) (40%)  
Examination, 2 hour (60%)

Reassessment methods

100% Exam

### Preliminary Reading

Beardwell J. and Thompson, A. (2014) Human Resource Management: A contemporary approach, 7th Edn. Harlow: FT Prentice Hall

Boxall P. and Purcell J. (2003/2011) Strategy and Human Resource Management, 3rd Edn. Basingstoke: Palgrave Macmillan

Farnham, D. (2015) HRM in Context. 4th Edn. London: CIPD

Kew, J. and Stredwick, J. (2013) Business Environment: Managing in a Strategic Context, 2nd edition. London: CIPD

Kramar R. and Syed J. (2012) Human resource management in a global context, Basingstoke: Palgrave Macmillan

Redman, T. and Wilkinson, A. (2013) Contemporary Human Resource Management: Text and Cases 4th Edn. Harlow: Pearson

Wilton, N. (2013). An Introduction to Human Resource Management. 2nd Edn. London: Sage

### Synopsis \*

This module will provide students with an in-depth and critical understanding of the major internal and external environmental contexts within which human resource managers operate in public, private and NGO sectors. It will also provide insights in terms of customising and delivering effective HR strategies consistent with the cultural or organisational contexts. The awareness of markets, products and services is now a key attribute for HR practitioners. Prospective practitioners need to be aware of the wide range of contexts in which HR work takes place, and the influence of external bodies of various kinds, and this applies to all types of practitioner, including the personnel and development generalist or specialist, line manager or consultant. The manager of people also needs to develop an analytical and critical reflective approach to the subject, to enable him or her to distinguish between the conflicting solutions put forward to human resource problems.

Topic areas are as follows:

- Contemporary organisations and their principle environments
- The managerial and business environment within which HR professionals work
- How organisational and HR strategies are shaped by and developed in response to internal and external environmental factors
- The market and competitive environments of organisations and how organisational leaders and the HR function respond to them
- Globalisation and international forces and how they shape and impact on organisational and HR strategies and HR practice
- Demographic, social and technological trends and how they shape and impact on organisational and HR strategies and practices
- Government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices.
- Ethical frameworks and HRM

## 2021-22 Postgraduate Module Handbook

### CB9046 Human Resource Management and Development in Practice

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

#### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse and evaluate the aims and objectives of the HRM&D function in organisations and how these are met in practice.
- Assess the contribution made by HRM&D specialists in different types of organisation.
- Critically analyse and discuss existing literature on contemporary HR policy and practice.
- Understand the requirement to secure compliance of all appropriate ethical and legal obligations, particularly equality of opportunity and diversity in HRM&D to promote professionalism and an ethical approach to HRM and HRD practice in organisations.
- Understand the characteristics of effective leadership and development of leaders in organisations
- Evaluate the theories of motivation, commitment and employee engagement.
- Understand the roles of flexible working and effective change management in organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set HRM and development in the wider context of general organisational management.
- Develop their abilities to critically assess and evaluate the impact of HRM and Development practices on the performance of organisations.
- Develop their analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.
- Plan their work, working independently, and in groups.
- Develop their ability to write coherently and critically

#### Method of Assessment

Main assessment methods

Individual Assignment (2000 words) (40%)

Examination, 2 hour (60%).

Reassessment methods

100% Exam

#### Preliminary Reading

Armstrong, M. (2014) *Armstrong's Handbook of Human Resource Management Practice* 13th Edn. London: Kogan Page

Beardwell J. and Thompson, A. (2014) *Human Resource Management: A contemporary approach*, 7th Edn. Harlow: FT Prentice Hall

Bratton & Gold (2017) *Human Resource Management: Theory & Practice*, 3rd Edn. Basingstoke: Palgrave Macmillan

Kramar R. and Syed J. (2012) *Human resource management in a global context*, Basingstoke: Palgrave Macmillan

Marchington, M. and Wilkinson, A. (2012). *Human Resource Management at Work: People and Management Development*. 5th Edn. London: CIPD

Redman, T. and Wilkinson, A. (2013) *Contemporary Human Resource Management: Text and Cases* 4th Edn. Harlow: Pearson

Torrington, D., Hall, L. & Taylor, S., and Atkinson, C (2014), *Human Resource Management*, 9th Edn. London: FT Prentice Hall

Truss, C., Mankin, D. and Kelliher, C. (2012). *Strategic Human Resource Management*. Oxford: OUP

Wilton, N. (2013). *An Introduction to Human Resource Management*. 2nd Edn. London: Sage

#### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Key elements of professional HRM&D competence in organisations are a strategic business orientation and a concern with adding value through HR practice. This module introduces students to the aims and objectives of HRM&D function in organisations and how these are met in practice

The module is designed to introduce students to the range of practical skills required by HR professionals. Building on their understanding of the basic notions in the field, students will learn current best practices and procedures within organisations.

The module will include core lectures but its focus will be on case studies, practice based workshops and directed learning activities. These will include activities around various HRM functions within an ethical and legislative framework.

Topics of study are as follows:

- Aims and objectives of HRM&D functions and current developments
- Human Resource Management & Development in different organisational contexts
- Effective leadership and methods of leadership development
- Employee motivation, commitment and engagement
- Flexible working
- Change management
- Ethical issues and practices in HRM&D
- Contemporary research and debates in Human Resource Management

<b>CB9047</b>		<b>Leadership and Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Explain and critically analyse the theories and concepts of leadership and management and their application in organisations.
- Evaluate, select and apply a range of approaches to identifying leadership and management development needs in differing organisational contexts, cultural and international contexts.
- Critically analyse and evaluate approaches to the formulation and implementation of leadership and management development strategies to meet organisational needs and evaluate leadership performance and competence.
- Design, critically evaluate and advise on a range of leadership and management development interventions to implement leadership and management development strategies and plans.
- Critically evaluate the role of leaders in ethically managing change and the role of leaders and managers in working collaboratively, ethically and effectively to support a partnership approach to leadership and management development.
- Demonstrate a systematic understanding of how to act ethically and professionally with a demonstrated commitment to leadership and management development and continuous personal and professional development

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Set leadership and management in the wider context of general organisational management.
- Develop their abilities to critically assess and evaluate the impact of leadership and management on the performance of organisations.
- Develop their analytical skills by linking theoretical perspectives on leadership to contemporary organisational situations throughout the course of the module.
- Plan work and work independently.
- Write coherently and undertake independent critical analysis.

### Method of Assessment

Main assessment methods

Individual Essay (2000 words) (40%)

Examination, 2 hour (60%).

Reassessment method

100% Exam



## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

Bryman, A., Collinson, D., Grint, K., and Jackson, B. (2011) The SAGE Handbook of Leadership, London: SAGE.

Collinson, D, Grint, K., and Jackson, B. (2011) Major Works in Leadership Studies, Vols. 1-4, London: SAGE.

Gold, J., Thorpe, R., & Mumford A., (2015), Leadership and Management Development; 5th Edition. London: Chartered Institute of Personnel and Development (CIPD)

Grint, K. (2010) Leadership: A Very Short Introduction, Oxford: Oxford University Press.

Jackson, B. and Parry, K. (2011) A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership, London: SAGE.

Kotter, J. P. (1990). A Force for Change: How Leadership Differs from Management, New York: Free Press.

Northouse, P. (2016) Leadership: Theory and Practice (7th Edition), London: SAGE. \* Pfeffer, J., and Sutton, R. (2006) Hard Facts, Dangerous Half-Truths, and Total Nonsense: Profiting from Evidence-based Management, Boston: Harvard Business School Press.

Watson G. And Reissener S. (2010) Developing Skills for Business Leadership, London: CIPD

Yukl, G. (2009) Leadership in Organizations (7th Edition), London: Pearson International

### Pre-requisites

None

### Synopsis \*

This module aims to provide learners with a rigorous framework of knowledge and understanding concerning people management and development that they will need whatever the degree of specialisation they later elect to follow. It has a number of distinct learning objectives. Firstly, the module seeks to familiarise students with major contemporary research evidence on effective approaches to leadership and learning and development practice. Research focusing on the links between people management practices and positive organisational outcomes is covered, as is research that highlights major contemporary changes and developments in practice.

Secondly, the module introduces students to major debates about theory and practice in the specific fields of leadership, change management, and leadership development. The aim is to help them become effective leaders as well as effective HR specialists, managing others fairly and effectively and increasing levels of engagement, commitment, motivation and performance. Finally, the module requires students to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

## 2021-22 Postgraduate Module Handbook

<b>CB9048</b>		<b>Research Methods (HRM)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse and discuss existing HR literature
- Identify an appropriate Employment Relations or Human Resource Management topic on which to write the report

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Identify a dissertation topic relevant to human resource management (HRM); produce an introduction that clearly identifies the objectives of the dissertation in context; and provide an appropriate research question or hypothesis.
- Carry out an effective literature search; accurately summarise the literature sources and critically evaluate their relevance.
- Be aware of the range of qualitative and quantitative research methodologies that might be used to analyse research data.
- Be competent in time and project management.
- Develop transferable skills of independent learning.
- Be aware of the ethical issues concerning research.

### Method of Assessment

Main assessment methods

Individual Presentation (20%)  
Project Plan (2000 words) (80%).

Reassessment methods  
100% Coursework

### Preliminary Reading

Anderson, V. (2013) Research Methods in Human Resource Management. 3rd Edn. CIPD: London

Blumberg, B., Cooper, D.R., and P.S. Schindler (2014), Business Research Methods, 4th European Edn. London: McGraw Hill.

Cameron, S., and Price, D. (2009). Business Research Methods: A Practical Approach. London: CIPD

Horn, R. (2012). Researching and Writing Dissertations: A complete guide for business and management students. London: CIPD

### Pre-requisites

None

### Synopsis **<span style = "color:red;">\***

This module develops the necessary knowledge and skills for students to be able to successfully complete a scholarly dissertation under the supervision of a member of staff.

Topics are as follows:

- Introduction to the HRM Project
- Identifying suitable project topics
- Literature search and Literature Review
- Data collection and questionnaire
- Research Methodologies
- Preparing the dissertation proposal
- Structuring a Project Report
- Data Analysis

## 2021-22 Postgraduate Module Handbook

<b>CB9050</b>		<b>Reward &amp; Performance Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate the conceptual apparatus and theoretical debates informing reward & performance management.
- Critically analyse the relationship between the environment, strategy and systems of reward & performance management.
- Systematically decide and communicate strategic reward & performance aims, objectives, priorities and targets.
- Plan effective reward/performance management policies and practices to improve organisational and employee performance.
- Design internally consistent reward structures that recognise labour market and equity constraints.
- Critically evaluate key issues in the effectiveness of reward & performance management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set reward & performance management in the wider context of general organisational management.
- Develop their ability to critically assess and evaluate the impact of reward & performance management approaches on the management of human resources and organisational performance.
- Develop analytical skills by linking theoretical perspectives to contemporary organisational situations.
- Develop ability to develop relevant strategies and policies.
- Plan work, working independently, and in groups.
- Develop ability to write coherently and write critically.

### Method of Assessment

Main assessment methods

Individual essay (2000 words) (40%)  
Examination, 2 hours (60%)

Reassessment methods

100% Exam

### Preliminary Reading

Armstrong, M. (2015). *Armstrong's Handbook of Reward Management Practice: Improving Performance through Reward*. 5th Edn. London: Kogan Page

Perkins, S. J., White, G., & Jones, S. (2016). *Reward Management: Alternatives, Consequences and Context*. 3rd Edn. London: CIPD.

Shields, J., et al. (2015). *Managing Employee Performance and Reward: Concepts, Practices, Strategies*. 2nd Edn. Cambridge: Cambridge University Press.

### Pre-requisites

BUSN9046 – Human Resource Management & Development in Practice

### Synopsis \*

This module will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of reward and performance management. This will enable students to develop and apply reward and performance management tools and techniques to specific organisational contents in which they might operate.

Topics of study are:

- Theories of reward/performance management in context:
- Understanding the role of internal and external labour markets in reward/performance management: the changing world of work and major features of national and international employment markets.
- Understanding strategic reward/performance management practices.
- Understanding the role of paying for performance
- Understanding the linking practices for reward and performance management: job evaluation and the balanced scorecard
- Evaluating the success of reward/performance management practices

## 2021-22 Postgraduate Module Handbook

<b>CB9051 Human Resource Strategy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Explain and critically analyse the concept of strategy in shaping the HR function.
- Identify a number of approaches by which the HR function can enhance strategic capability within organisations.
- Critically analyse and evaluate the relationship between the HR function and strategic implementation.
- Show a knowledge of how the HR function can enhance overall organisational capability with reference to improving employee engagement.
- Demonstrate an improved awareness of how contextual factors and forces shape business strategy and the HR response.
- Appreciate how HR policies are developed, and impacted by organisational structures, to meet changing contextual pressures.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set HR strategy in the wider context of general organisational management.
- Develop abilities to critically assess and evaluate the impact of Strategic HRM on the performance of organisations.
- Develop analytical skills by linking theoretical perspectives on Strategic HRM to contemporary organisational situations throughout the course of the module.
- Plan work, working independently, and in groups.
- Write coherently and write critically.

### Method of Assessment

Main assessment methods

Individual essay (2500 words) (40%)  
Examination, 2 hours (60%)

Reassessment methods

100% Exam

### Preliminary Reading

Armstrong, M. (2016). *Armstrong's Handbook of Strategic Human Resource Management*. 6th Edn. London: Kogan Page.

Boselie, P. (2014). *Strategic Human Resource Management*. 2nd Edn. Columbus: OH, McGraw-Hill Higher Education.

Boxall, P., Purcell, J., & Wright, P. (2008). *The Oxford Handbook of Human Resource Management* Oxford: Oxford University Press.

Boxall, P., & Purcell, J. (2015). *Strategy and Human Resource Management*. 4th Edn. London: Palgrave Macmillan.

Truss, C., Mankin, D., & Kelliher, C. (2012). *Strategic Human Resource Management*. Oxford: Oxford University Press.

### Synopsis **<span style = "color:red;">\*/</span>**

This module aims to provide learners with a rigorous framework of knowledge and understanding concerning the process of strategy formulation and implementation. It seems to enhance their understanding of the context in which businesses and public sector organisations operate, and how the HR function can enhance overall capability.

Topics of study are as follows:

- Fundamentals of strategy and its defining characteristics. Differences between strategy and implementation.
- The role of context in shaping strategy
- How the HR function supports the process of strategy development and implementation
- How enhanced people management skills and processes support the management of change and foster a culture of adaptability
- Leading culture change, and the key challenges that organisations and individual managers face
- History and origins of Strategic Human Resource Management (SHRM)

## 2021-22 Postgraduate Module Handbook

<b>CB9057</b>		<b>Industry Based Project</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	60 (30)	80% Project, 20% Coursework	

### Contact Hours

Total contact hours: 15  
Private study hours: 585  
Total study hours: 600

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Explore all the activities of the supply chain for a given company and concentrate on one or two logistical drivers.
- Understand the complexity of the problem and select the appropriate methods to be used through appropriate literature review and recent articles in specific areas of logistics.
- Think critically, analyse and evaluate information, and provide the company with possible solution scenarios for further investigation.
- Produce technical reports using a variety of media.
- Use statistical and computational tools and packages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Carry out an effective literature search using electronic sources such as Web of Knowledge and Google Scholar; accurately summarise the literature sources and critically evaluate their relevance.
- Specify what data they will need to collect to carry out the project and how they will go about obtaining it.
- Learn research skills and a range of qualitative and quantitative research methods that might be necessary to analyse the data and to solve problems that arise in Logistics and Supply Chain Management.
- Understand the ethical issues that may arise during the research.
- Prepare and give an oral presentation that can be accessible and interesting to those from the company and others non specialists in the area.

### Method of Assessment

Main assessment methods

Project Proposal (10%)  
Oral Presentation (10%)  
Project (10000 – 12000 words) (80%).

Reassessment methods

100% project.

### Preliminary Reading

Journal papers and web sites will be used throughout the project

Christopher, M. (2011) Logistics & Supply Chain Management (4th edition), London: Pearson.

Davies, M.B. (2007) Doing successful research project (using qualitative or quantitative methods), Andover: Palgrave

Rushton, P. Croucher P and P. Baker (Eds) (2014) The Handbook of Logistics and Distribution Management: Understanding the supply chain (5th edition), CILT (UK), London: Kogan Page

Saunders, M, Lewis, P and Thornhill, A. (2009) Research methods for business students, (5th edition), Harlow: Prentice Hall

Weyers, J. and McMillan, K. (2007) How to Write Dissertations and Project Reports, Harlow: Prentice Hall

### Pre-requisites

BUSN9960 Introduction to Logistics and Supply Chain Management.  
BUSN9058 Warehousing and Global Transportation Management  
BUSN8023 Contemporary Topics in Logistic and Global Supply Chain Management

### Synopsis \*

This module allows the student to put into practice the knowledge and skills gained in the other modules on the MSc Logistics and Supply Chain Management. Working under the guidance of an academic supervisor and with a Logistics company (or data from a logistics company), students solve practical problems that require an application-oriented thinking.

The problems are varied and interesting, such as routing and distribution, supply chain systems design, strategic role of procurement within an organisation, warehouse layout optimisation, strategic and sustainable sourcing and marketing decisions, offshoring decisions and evaluation and sourcing from international suppliers, contract management, demand forecasting and bus route network design.

CB9058 Warehousing and Global Transportation Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 42  
 Private study hours: 108  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes:

- critically evaluate the roles warehouses, transportation centres and the different modes of transport have on the logistic and supply chain systems;
- demonstrate an in depth understanding of the suitable quantitative approaches used in warehousing and global transportation;
- evaluate the use of quantitative and qualitative approaches in practice and their impact in generating a competitive advantage.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

- demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions
- communicate effectively to specialist and non-specialist audiences;
- effectively employ computer software such as Excel solver and VBA for modelling purposes.

### Method of Assessment

Main assessment methods

VLE Test (20%)

Written report on case study (2000 words) (15%)

Group Presentation (5%)

Individual report (2000 words) (60%)

Reassessment method:

100% coursework.

### Preliminary Reading

Bartholdi, J.J. (2011) Warehouse and Distribution Science (version 0.95), free download, Georgis Institute of Technology, USA, <http://www2.isye.gatech.edu/~jjb/wh/book/editions/history.html>

Crocker, B., Jessop, D., Morrison, A. (2012) Inbound Logistics Management: Storage and Supply Chain of materials for the modern supply chain (7th edition), London: Pearson..

Richards, G. (2015) Warehouse Management, (2nd edition) London: Kogan Page

Rushton, A., Croucher, P., and Baker, P. (Eds) (2014) The Handbook of Logistics and Distribution Management (5th edition), CILT (UK), London: Kogan Page

Wild, R. (latest ed), Production and Operations Management, London: Cassell

### Pre-requisites

BUSN9960 Introduction to Logistics and Supply Chain Management.

### Synopsis \*

The aim of this module is to enable students to critically evaluate the roles warehouses, transportation centres and the different modes of transport have on the logistic and supply chain systems. It will also provide the student with an understanding of warehouse management activities, such as picking strategies and warehouse layout, packaging, etc and of distribution decisions, such as transport modes and single-, multi- or omni-channel planning. Students will be able to appreciate the use of appropriate methods that are used in practice and their impact in generating the company competitive advantage.

Indicative topics are as follows:

- Warehousing/Storage (the warehouse location, layout problem, storage equipment, picking strategies, packaging, labelling, etc)
- Inventory management (how much you need to stock to minimise your cost and retain your competitive advantage)
- Distribution & Global Transportation
  - \* Global transportation and techniques adopted in practice (air, sea, railroads, trucks, motorbikes/bicycles, pipelines, others)
  - \* Transport/road technology including software and hardware (trucking devices, software used, etc)
  - \* Transport modelling and its impact on the environment and safety.

## 2021-22 Postgraduate Module Handbook

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical awareness and understanding of the purpose, importance and relevance of corporate governance and corporate ethical behaviour to organisations and society;
- critically evaluate the practice and implementation of corporate governance, including board structure and independence, in business organisations worldwide;
- critically evaluate the role of institutional investors in promoting standards of good corporate governance and ethical policies in international context;
- critically evaluate, analyse and apply a variety of ethical paradigms to corporate governance issues.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesise complex material;
- demonstrate problem solving ability;
- plan, work and study independently;
- conduct in-depth research into issues on corporate governance and business ethics;
- identify, find, record, organise and manipulate relevant knowledge;
- communicate effectively to a variety of audiences and/or using a variety of methods.

### Method of Assessment

Main assessment methods:

Individual report (2000 words) (50%)  
Individual Project (2000 words) (50%)

Reassessment method:

100% coursework.

### Preliminary Reading

Monks, R. A. G. and Minow, N. (2011) Corporate Governance, 5th Edition. (ISBN: 978-0470972748)  
Edmans A. (2020) Grow the Pie: How Great Companies Deliver Both Purpose and Profit, Cambridge University Press. (ISBN: 978-1108494854)  
Griseri, P. and Seppala, N. (2010) Business Ethics and Corporate Social Responsibility, 1st Edition. (9781408007433)  
Ferrell O.C., Fraedrich, J., and Ferrell, L. (2019) Business Ethics: Ethical Decision Making & Cases, 12th Edition. (ISBN: 9781337614436)

### Pre-requisites

None

### Synopsis \*

The module provides the knowledge required to understand issues in corporate governance and business ethics. Indicative topics are as follows:

- Corporate governance
- Shareholder versus stakeholder view of the firm
- Board of directors
- Role of institutional investors
- Performance and remuneration
- Corporate purpose and corporate communications
- Ethics and corporate social responsibility
- Key ethical theories and practical ethical reflections

## 2021-22 Postgraduate Module Handbook

<b>CB9060</b>		<b>Finance with Excel</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- perform essential financial calculations using Microsoft Excel;
- use Excel statistical and probabilistic functions and features for financial applications;
- carry out bond-related calculations using Excel;
- use Excel for stock analysis;
- use Excel for portfolio optimization;
- implement well-known derivatives models into Excel.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- set-up a professional Microsoft Excel spreadsheet;
- translate theoretical problems or models into spreadsheet applications;
- present and analyse real market data;
- understand and correctly interpret financial results obtained using Excel;
- use Microsoft Excel functions as well as other important features for financial applications.

### Method of Assessment

Main assessment methods

Individual Coursework (2000 words) (30%)

Excel Based Project (70%)

Reassessment method:

100% coursework

### Preliminary Reading

Benninga, S. (2008) Financial Modelling, third edition, MIT Press.

Alexander, C. (2008) Market Risk Analysis, Vol 1: Quantitative Methods in Finance, Wiley.

Holden, C.W. (2012) Excel Modelling in Investments, fourth edition, Pearson.

Jackson, M. and M. Staunton (2001) Advanced Modelling in Finance using Excel and VBA, Wiley.

### Pre-requisites

None

### Synopsis \*

This module provides a general introduction to the use of Microsoft Excel in financial applications.

Subjects are:

Excel Essentials

Basic Financial Calculations with Excel (PV and FV, with applications to stock valuation; building loan tables)

Essential Probability and Statistics with Excel

Bond & Stock Analysis (bond pricing, duration and convexity, the yield curve, stock valuation using the DDM)

Portfolio Optimization (building efficient frontiers; constrained optimization)

Derivatives Modelling in Excel

Advanced Modelling: VBA for Financial Applications



## 2021-22 Postgraduate Module Handbook

<b>CB9062</b>		<b>Leadership and Change</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 36  
Private study hours: 114  
Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- Critically evaluate existing leadership and change theories and their links to the broader issues of innovation, creation and growth of new ventures and sustainable organisational performance.
- Undertake advanced communication and negotiation skills that are essential to leading people and organisations, appreciating thereby their global and complex dimensions
- Comprehensively understand and apply the drivers of individual behaviour and performance for creating a motivated and productive workforce.
- Develop and apply leadership skills to manage change in an effective, ethical and responsible way.
- Construct, manage, and evaluate a personal development plan through skills development to achieve and support their career and strategic leadership ambitions.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Critically analyse and solve problems systematically and creatively
- Self-manage work in a complex and interdisciplinary context
- Develop the ability to learn through reflection on practice and experience
- Be self-aware, identify areas for self-improvement and generate solutions
- Communicate effectively

### Method of Assessment

Main assessment method:  
Assignment, 2,500 words (100%)

Reassessment method:  
100% coursework

### Preliminary Reading

Bryman, A., Collinson, D., Grint, K., and Jackson, B. (2011) *The SAGE Handbook of Leadership*, London: SAGE.

Nikolopoulos, A. (2011). *Negotiating Strategically: One versus All*. Palgrave MacMillan.

Holbeche, L. (2006). *Understanding Change: Theory, Implementation and Success*. Oxford: Butterworth-Heinemann.

Northouse, P. (2015) *Leadership: Theory and Practice (7th Edition)*, London: SAGE.

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis \*

The objective of this module is for participants to understand the nature of effective leadership in the context of a complex and dynamic organisational environment. Participants will acquire the practical, communication and negotiation skills that they need to become effective leaders. They will engage in several negotiation exercises, which will serve as common touchstones toward understanding the negotiation process. Effective leadership is also about understanding what motivates and inspires people to perform at their best. Thus, participants will critically evaluate alternative HRM approaches to unleashing the productive potential of employees for superior organisational performance and to managing organisational change effectively.

## 2021-22 Postgraduate Module Handbook

<b>CB9063 Innovation Management and New Product Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Learning Outcomes

Demonstrate knowledge and understanding of the nature of innovation and be able to identify the relevance and potential for innovation in value-creating, consumer-driven businesses.

Understand and execute the crucial tasks in New Product Development from idea generation to commercialisation.

Understand the firm-internal perspective and context of innovation, including the formulation of and decision for innovation strategies, organizational structures and designs for innovation, creativity and performance within innovation teams, cooperation between R&D and marketing in the new product development process, champions and promoters of innovation, the management of radical innovation and the measurement of innovation performance.

Apply appropriate (qualitative and quantitative) data analysis techniques to critically evaluate business' innovation performance and generate ideas for improving innovation performance.

Demonstrate critical awareness of the key tools and techniques for mapping innovation, where to find information on leading edge approaches and have the ability to critically evaluate, select and systematically apply these in actual business situations.

### Method of Assessment

100% coursework comprising 2 components : a group presentation (30%) and an individual written report (3,000 words) (70%).

### Preliminary Reading

Trott, P. 2008. Innovation Management and New Product Development, 4th Edition, London: Financial Times Prentice Hall (ISBN-13: 9780273713159).

Tidd, J. and Bessant, J. 2009. Managing Innovation: Integrating Technological, Market and Organizational Change, 4th Edition. London: John Wiley & Sons Ltd (ISBN: 9780470998106)

Supplementary text

Cagan, J. and Vogel, C.V. 2001. Creating Breakthrough Products. London: Financial Times Prentice Hall. (ISBN-13: 9780139696947)

### Pre-requisites

None

### Synopsis \*

Innovation Management (e.g. innovation typologies / degrees of innovation, models of innovation and innovation management); Innovation Systems (e.g. people, leadership and organisation structures for innovation); Innovation Performance (e.g. determining how innovative an organization is); New Product Development (e.g. how to define and quickly implement concepts for new products, services and process).

## 2021-22 Postgraduate Module Handbook

<b>CB9065 Buyer Decision Making</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an in-depth knowledge and understanding of the nature of consumer behaviour and organisational consumption behaviour.
- Explain and apply principles and theories from psychology, sociology and consumer cultural theory to consumer behaviour and organisational consumption behaviour (where appropriate).
- Show a critical awareness of ethical and social dimensions of consumer behaviour theories for business and wider society.
- Critically evaluate the implications of macro influences such as culture, social class and micro influences such as motivation, learning, perception and attitudes.
- Understand the main psychological and socially orientated perspectives on personality and self.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate effectively to a variety of audiences and/or using a variety of methods
- Demonstrate in-depth problem solving and decisions making skills through the analysis of problems and identification of appropriate solutions
- Apply critical thinking skills, also when working with complex material and utilise resources effectively
- Scan and organise data, extract meaning from information and share knowledge with others to present a logical case/argument

### Method of Assessment

Main assessment methods  
Individual report (2000 words) (80%)  
Group Vlog (Short for video blog or video log) (20%).

Reassessment methods

100% coursework through individual report

### Preliminary Reading

Szmigin, I., and Piacentini, M. (2018) Consumer behaviour. 2e Oxford University Press. (ISBN: 9780198786238)

Solomon, M. R. (2019) Consumer Behaviour: Buying, having and being. 13e London: Prentice Hall (0135225698)

Arnould, E. J., and Thompson, C. J. (Eds.). (2018). Consumer culture theory. Sage. (ISBN 9781526420725)

### Pre-requisites

None

### Synopsis \*

According to the traditional marketing concept, the Consumer is at the heart of all marketing activities. Thus, how consumers and organisations buy, own, consume and dispose of products, brands, marketplace communities, and experiences is the heart of marketing. Consumption is researched by a diverse array of disciplines including economics, anthropology, psychology, sociology and cultural studies, (human) geography, history and linguistics and political science. This interdisciplinarity has brought great depth and complexity to marketing's understanding of consumption.

Although the focus of this module is consumer behaviour, organisational behaviour will also be explored. Students will develop an understanding of how theories relating to consumer and organisation decision-making, and buyer behaviour inform marketing practice. There will be an emphasis on (i) a micro-level analysis, which relates to more immediate or individual aspects of Consumer and organisational buying behaviour; and (ii) the macro-level, relating to how the broader environment and cultural issues influence consumption.

## 2021-22 Postgraduate Module Handbook

<b>CB9066 Applied Marketing Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand, apply and critically appraise the steps involved in the research process to marketing problems (including problem definition, data collection, data analysis and communicating the findings);
- critically evaluate the different research designs and understand their application to marketing problems;
- understand and appraise the nature and operation of the marketing research industry;
- apply the different marketing research tools available to solve marketing problems, and critique the benefits and costs involved in their use.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- negotiate and work with peers;
- work under own initiative;
- work with others;
- identify, critically analyse, and address both academic and practical problems;
- critically outline a logical case/argument

### Method of Assessment

Main assessment methods:

Group Project (2,500-3000 words) (20%)  
 Individual Research Proposal (3500 words) (80%)

Reassessment methods:

100% coursework through Individual Research Proposal

### Preliminary Reading

Babin, B.J. and Zikmund, W.G. (2016) Exploring Marketing Research, 11th Edition, Cengage. ISBN: 9781305263529  
 Malhotra NK, Nunan, D. and Birks DF (2017) Marketing Research: An Applied Approach, 5th Edition, Pearson. ISBN: 9781292103129  
 McGivern, Y. (2013), The Practice of Market Research: An Introduction, 4th Edition, Pearson. ISBN: 9780273773115  
 Wilson A (2018) Marketing Research: Delivering Customer Insight, 4th Edition, Red Globe Press. ISBN: 9781352001112

### Pre-requisites

None

### Synopsis \*

This module provides an overview of key topics within the domain of marketing research and will provide students the platform to understand the importance and use of information for making marketing decisions. While this module will cover concepts in marketing research, its focus will be on i) providing students with an understanding of how marketing research fits into the contemporary marketing framework, and ii) understanding and interpreting the use of marketing research information and tools for the purposes of understanding information use.

Indicative topics may include:

- What is marketing research
- Buyers and sellers in the research process
- The marketing research industry
- Qualitative and quantitative techniques in marketing research
- Secondary data and marketing intelligence
- Observational techniques in marketing research
- Experiments and test marketing
- Questionnaire design and implementation
- Cross cultural issues in marketing research
- Communicating marketing research results

<b>CB9067 Digital Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Evaluate the role of the Internet and other digital technologies in marketing
- Assess the threats faced in the digital marketing environment
- Appraise the crucial issues in the implementation of digital marketing across different business sectors
- Critically analyse the nature of digital products and the implications this has for marketing
- Evaluate the different methods of attracting and retaining online customers
- Critically evaluate the role of social media marketing and its limitations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Negotiate and work with peers
- Work under own initiative
- Take a synoptic view of business
- Address problems
- Present a logical case/argument

### Method of Assessment

Main assessment methods

Extended Essay (3000 words) (70%)

Moodle Quiz 1 (7.5%)

Moodle Quiz 2 (7.5%)

Group Presentation (15%)

Reassessment method:

100% coursework

### Preliminary Reading

Chaffey D., Mayer D., Johnston K and Ellis-Chadwick F., (2012) Digital Marketing: Strategy, Implementation and Practice 5th Edition, Financial Times Prentice Hall.

Reynolds, J. (2010) E-Business: A Management Perspective, Oxford University Press

Chaffey, D. (2009) E-business and e-commerce management strategy, implementation and practice, Financial Times-Prentice Hall.

Shapiro, C. and Varian, H.R. (1999), Information Rules: A Strategic Guide to the Network Economy, Boston, Massachusetts, Harvard Business School Press

Zott C. and Amit, R. (2010) Business Model Design: An Activity System Perspective, Long Range Planning, 43(2-3), 216-226.

Pitt, L.F., Parent, M., Junglas, I., Chan, A., and Spyropoulou, S. (2011) 'Integrating the smartphone into a sound environmental information systems strategy: Principles, Practices and a research agenda', The Journal of Strategic Information Systems, 20(1), pp27-37.

### Pre-requisites

None

### Synopsis \*

The module aims to equip students with the knowledge to participate in the digital marketing efforts of organisations.

Topics are:

- The digital marketing environment;
- Enabling technologies for digital marketing;
- Website design, implementation and analysis;
- Social media;
- Customers in the Internet age: knowing, reaching & retaining the customer;
- Network effects and versioning; Internet marketing strategy;
- Loyalty, Customer Relationship Management and Data Mining;
- Brands in the Internet age;
- Data protection, privacy and legal issues;
- Digital marketing and globalisation

## 2021-22 Postgraduate Module Handbook

<b>CB9068</b>		<b>Marketing Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	45 (22.5)	90% Project, 10% Coursework	

### Contact Hours

Total contact hours: 8  
Private study hours: 442  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- conceptualise a research topic or question on marketing, design and apply an appropriate research methodology and clearly articulate this within a report;
- identify and apply appropriate marketing tools and techniques to support the report;
- produce a report in the required format that integrates and communicates knowledge gained from the MSc Marketing programme;
- gain a deeper understanding of and competency in their individual marketing project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate competence in numeracy and quantitative marketing skills including the use of models of marketing situations and qualitative research skills;
- conduct research into business and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the development and management of organisations.

### Method of Assessment

Main assessment methods

Marketing Report (8000 – 10000 words) (100%)

Reassessment methods

Reassessment Instrument: 100% project.

### Preliminary Reading

Babbie ER (2013) *The Practice of Social Research*, 13th Edition, Cengage Learning. ISBN: 9781133050094.

Blumberg B, Cooper DR, Schindler PS (2011) *Business Research Methods*, 3rd European Ed, McGraw Hill. ISBN: 19780077129972.

Moisander J, Valtonen A (2006) *Qualitative Marketing Research: A Cultural Approach*, Sage Publications. ISBN: 9781412903813.

Sekaran U, Bougie R (2013) *Research Methods for Business: A Skill Building Approach*, 6th Edition, Wiley. ISBN: 9781119942252.

Weyers J, McMillan K (2007) *How to Write Dissertations and Project Reports*, Prentice Hall

### Pre-requisites

None

### Synopsis \*

This module will enable students to write a high quality Marketing Report on a marketing and/or business related issue which both supports their immediate career objectives and satisfies the examination requirements first time.

Indicative topics are:

- Conducting research in marketing
- Identification of marketing management issues and relevant research objectives
- Preparation of a marketing report
- Literature reviews
- Marketing and business research methodologies
- Data collection and interpretation
- Structuring and writing a marketing and management report
- Communication of findings from the marketing report
- Ethics in the research process

## 2021-22 Postgraduate Module Handbook

<b>CB9069</b>		<b>Advanced Financial Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate and explain acquisition accounting for different methods of business expansion, different types of organisational structures and acquisitions;
- critically explain accounting treatments for a partnership, evaluating the methods used to record changes in partnership membership;
- critically evaluate multi-national accounting in the context of foreign currency transactions and explain issues in financial reporting and translation of foreign entity statements;
- critically comment on the international accounting requirements for financial instruments and know how to account for different types of common financial instruments that companies may use;
- critically analyse the rules relating to distributable profits and know how to account for issue of shares and reduction of capital. Understand and explain the benefits and ramifications of convergence to international financial reporting standards (IFRS) and international harmonization of accounting standards for public offerings;
- critically evaluate the approaches to pension accounting under international accounting standards and know how to account for different types of pension plans companies may have.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- demonstrate problem solving, including ability to create and evaluate a range of solutions, as well as to apply knowledge to a range of business contexts;
- select, organise, develop and synthesise complex material;
- demonstrate Numeracy and quantitative skills, including analysing and interpreting data;
- plan, work and study independently;
- demonstrate effective oral and written communication skills.

### Method of Assessment

Main assessment methods  
Essay (2000 words) (30%)  
Examination, 2 hour (70%).

Reassessment method:  
100% Exam

### Preliminary Reading

D. Alexander, A. Britton and A. Jorissen, International financial reporting and analysis (5th edition), Cengage Learning, 2011.

T. Christensen, D. Cottrell and R. Baker, Advanced financial accounting (10th edition), McGraw-Hill Education (UK) Ltd., 2014.

B. Elliott and J. Elliott, Financial accounting and reporting (latest edition), FT Prentice Hall.

### Pre-requisites

None

### Synopsis \*

This module considers some of the most important and contentious international accounting standards as debates about the value and appropriateness of different approaches of accounting for business combinations, financial instruments and pension obligations continue to evolve. The module content will include the following indicative areas:

- Acquisition accounting for different methods of business expansion/combinations;
- Accounting for partnerships;
- Multi-national accounting in the context of foreign currency transactions;
- Financial instruments;
- Share capital and distributable profits;
- Employee benefits.

## 2021-22 Postgraduate Module Handbook

CB9072 Human Resource Management Business Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	45 (22.5)	100% Project	

### Contact Hours

Total contact hours: 8  
Private study hours: 442  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and justify a business issue that is of strategic relevance to the organisation.
- Critically analyse and discuss existing literature, contemporary HR policy and practice relevant to the chosen issue.
- Undertake analysis of quantitative and/or qualitative data.
- Draw realistic and appropriate conclusions and make recommendations based on costed options.
- Produce a report in the required format that integrates and communicates knowledge gained from the MSc in HRM programme.
- Understand what has been learned during the project and how this can be applied in the future.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Compare and contrast the relative merits of different research methods and their relevance to different situations.
- Undertake a systematic analysis of quantitative and/or qualitative information and present the results in a clear and consistent format.
- Write a reflective account of what has been learned during the project and how this can be applied in the future.

### Method of Assessment

Main assessment methods  
Project (12000 – 15000 words) (100%)

Reassessment method:  
100% project

### Preliminary Reading

Anderson, V. (2013) Research Methods in Human Resource Management (3rd Ed). London: CIPD

Blumberg, B., Cooper, D.R., and P.S. Schindler (2014), Business Research Methods, 4th European Ed, London: McGraw Hill. ISBN: 139780077129972

Cameron, S., and Price, D. (2009). Business Research Methods: A Practical Approach. London: CIPD

Horn, R. (2012). Researching and Writing Dissertations: A complete guide for business and management students. London: CIPD

### Pre-requisites

BUSN9048 Research Methods

### Synopsis \*

This module provides the opportunity for students to demonstrate the ability to diagnose and investigate a complex business issue from an HR perspective, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations for change, improvement or enhancement of current practice.

The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of academic research and business report writing skills. It requires reflection on the implications for professional practice from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.



## 2021-22 Postgraduate Module Handbook

<b>CB9073 Bank Asset-Liability Risk Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate expertise in and an ability to implement concepts and techniques relating to the management of cash assets and liabilities held on a bank balance sheet.
- Formulate policy and develop a coherent strategic plan for a bank's liquidity management and liabilities mix.
- Apply knowledge and techniques learned in the module to undertake successfully managing interest-rate risk in the Banking Book.
- Implement concepts and techniques relating to balance sheet management in a bank, and the application of banking ALM theory to a practical environment.
- Critically review and assess the effectiveness of corporate governance practice in a bank, and the role of the bank asset-liability committee (ALCO), and make recommendations for improvement.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate problem solving and decision-making skills
- Demonstrate numeracy and quantitative skills
- Demonstrate research skills in the finance and banking area
- Work with complex material including bank management information (MI)
- Demonstrate communication and report- and policy-document writing skills
- Work and analyse data independently and objectively

### Method of Assessment

Main assessment methods  
Individual essay (2500 words) (40%)  
Examination, 2 hour (60%)

Reassessment method:  
Like for like

### Preliminary Reading

Bessis, J. (2010), Risk Management in Banking, 3rd edition, Wiley

Choudhry, M. (2012), The Principles of Banking, Singapore: Wiley

Choudhry, M. (2007), Bank Asset and Liability Management, Singapore: Wiley

### Pre-requisites

BUSN8021 Foundations in Finance

### Synopsis \*

The module is designed to be the practical real-world, and up-to-date, aspect of the Banking element of the Kent University MSc Finance programme. Asset-liability management is the core discipline in banking, and one that must be mastered by every bank in the world, irrespective of its operating model or product suite. Every bank in the world, bar none, possesses a Treasury desk that is responsible for managing the balance sheet asset-liability mix and liquidity risk management.

This module is a practitioner-developed and practitioner-orientated programme of structured study that will enable students to develop an advanced-level understanding of the core process of banking, that of asset-liability management (ALM), capital and liquidity risk management. Students will be able to apply market standard techniques to measure ALM risks and formulate strategies for management of these risks at any bank.

## 2021-22 Postgraduate Module Handbook

<b>CB9074</b>		<b>Credit Risk</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Learn about various securities with different types of credit risks, such as corporate debt, sovereign debt, credit derivatives, and structured products.
- Understand and implement various qualitative and quantitative methods for credit risk evaluation based on borrowers' data.
- Assess credit risk in a portfolio context.
- Critically discuss market-based credit risk models.
- Identify and discuss credit risk management techniques.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Solve complex financial problems.
- Develop analytical skills necessary for the analysis of credit risk and identification of appropriate methods for its management.
- Plan work and study independently and make use of the relevant resources in a way which reflects best current practices and anticipated future practice.
- Develop their numeracy, quantitative and academic writing skills.

### Method of Assessment

Main assessment methods

Group Written Essay (2000 words) (40%)  
Examination, 2 hour (60%)

Reassessment method;  
100% Exam

### Preliminary Reading

Ashcroft, A.B and Schuermann, T (2008). Understanding the Securitization of Subprime Mortgage Credit. Federal Reserve Bank of New York Staff Reports, No. 318.

Cont, R. (Ed.) (2008). Frontiers in quantitative finance. New Jersey: John Wiley & Sons Inc de Servigny, A. and Renault, O. (2004) Measuring and Managing Credit Risk. New York: McGraw-Hill

Gregory, J. (2010). Counterparty Credit Risk: The New Challenge for Global Financial Markets. Chichester: John Wiley & Sons

Malz, A.M. (2011). Financial Risk Management: Models, History, and Institutions. New Jersey: John Wiley & Sons

Stulz, R.M. (2002). Risk Management & Derivatives. Kentucky: Cengage Learning South-Western.

### Pre-requisites

None

### Synopsis \*

Topics are:

Introduction of default risk concept and credit risk-related securities.

Credit rankings (internal and external rating) and the role of credit rating agencies, credit migration.

Default prediction and credit scoring models.

Default dependencies.

Credit risk portfolio models (risk-adjusted performance, stress-testing portfolio losses).

Corporate bonds and yield spreads.

Default risk pricing models (structural models and reduced-form models).

Market default models: (CreditRisk+, Credit Metrics™, KMV model).

Credit derivatives and credit risks of derivatives.

## 2021-22 Postgraduate Module Handbook

<b>CB9075 International Financial Markets and Instruments</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 37  
Private study hours: 113  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand how exchanges and other financial markets operate.
- Compare the range of financial instruments being offered through the financial markets and for what purpose.
- Critically discuss the differences between financial markets in different countries.
- Understand the constraints of similar financial instruments in different countries.
- Select the appropriate financial instrument for the needs of a bank or multinational company.
- Propose solutions for identification of the advantages and disadvantages associated with particular financial instruments from a managerial perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Solve complex financial problems.
- Demonstrate analytical skills.
- Plan work and study independently and make use of the relevant resources in a way which reflects best current practices and anticipated future practice.
- Demonstrate numeracy, quantitative and academic writing skills.
- Communicate effectively using appropriate media

### Method of Assessment

Main assessment methods  
Individual essay (2000 words) (40%)  
Examination, 2 hour (60%)

Reassessment method:  
100% Exam

### Preliminary Reading

Chacko, G. Dessain, V. Hecht, P. and Sjoman, A. (2006), Financial Instruments and Markets: A Casebook. Singapore: Wiley.

Melicher, R.W. and Norton, E.A. (2011), Introduction to Finance: Markets, Investments, and Financial Management. 14th edn. Singapore: Wiley.

### Pre-requisites

None

### Synopsis \*

Topics are:

- Financial markets and their role for economic activity
- Historical overview of financial markets
- Financial markets in US, UK, Europe and Japan
- Emerging financial markets (BRICS)
- Equity
- Bonds
- Derivatives
- Alternative Investments
- Credit Markets
- Asset Backed Securities and securitization
- Energy markets (oil, gas, CO2, weather, electricity)
- Exchange rate markets

## 2021-22 Postgraduate Module Handbook

<b>CB9077</b>		<b>Business Research Methods</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 12  
Private study hours: 138  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate comprehensive understanding of the principles underlying the use of the various statistical techniques and their limitations
- demonstrate strong numeracy and quantitative skills in the selection of appropriate techniques and application
- use subject knowledge to critically assess the strengths and weaknesses of different qualitative research approaches used in management and organisation research
- comprehensively understand and make use of a range of qualitative data analysis approaches
- distinguish between different optimisation and forecasting techniques and critically examine how these are applicable within the accounting decision making process

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking and problem solving
- select, organise, develop and synthesise complex material
- identify and apply appropriate research methods (quantitative or qualitative) to independent research
- research and work effectively with minimal supervision
- conduct and communicate research effectively as appropriate

### Method of Assessment

Main assessment methods  
Business Report Proposal (1000 words) (100%).

Reassessment methods  
100% coursework.

### Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

Blumberg, B., Cooper, D.R., and P.S. Schindler (2008), "Business Research Methods", 2nd European Ed, McGraw Hill

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Hussey, J. and Hussey, R. (1997) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Palgrave

Weyers, J. and McMillan, K. (2007) "How to Write Dissertations and Project Reports", Prentice Hall

### Pre-requisites

None

### Synopsis \*

This module develops the necessary knowledge and skills for students to be able to successfully complete a business report proposal. Indicative topics are:

- Choosing a company for analysis
- Identifying suitable accounting issues relevant to the chosen company
- Searching and reviewing the literature and Bloomberg
- Choosing suitable methods and approaches for analysing the chosen company
- Preparing the business report proposal
- Structuring the business report

## 2021-22 Postgraduate Module Handbook

<b>CB9078 Research Methods and Skills (Finance)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Project	
2	Canterbury	Spring	M	15 (7.5)	Pass/Fail Only	
2	Canterbury	Whole Year	M	15 (7.5)	Pass/Fail Only	
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 12  
Private study hours: 138  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify a topic on which to write a research proposal which is appropriate to the student's degree;
- identify and apply appropriate tools and techniques to support the proposal;
- carry out an effective literature search using electronic sources such as Web of Knowledge and Business Source Complete; accurately summarise the literature sources and critically evaluate their relevance;
- specify what data they will need to collect to carry out the report/dissertation and how they will go about obtaining it;
- be aware of a range of qualitative and quantitative research methods that might be necessary to analyse the data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesise complex material;
- demonstrate problem solving;
- plan, work and study independently;
- demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- conduct research into finance and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the evaluation of the financial performance and management of organisations.

### Method of Assessment

Main assessment methods

Project proposal (1000 words) (100%)

Reassessment method:

100% coursework

### Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

Blumberg, B., Cooper, D.R., and P.S. Schindler (2008), "Business Research Methods", 2nd European Ed, McGraw Hill

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Hussey, J. and Hussey, R. (1997) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Palgrave

Weyers, J. and McMillan, K. (2007) "How to Write Dissertations and Project Reports", Prentice Hall

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module develops the necessary knowledge and skills for students to be able to successfully complete a business report/dissertation proposal. Topics are:

- Choosing a company for analysis/ the finance topic of interest
- Identifying suitable finance issues relevant to the chosen company
- Searching and reviewing the literature and Bloomberg
- Choosing suitable methods and approaches for analysing the chosen company
- Preparing the business report/dissertation proposal
- Structuring the business report/dissertation

<b>CB9079 Business Report in Finance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	45 (22.5)	100% Project	

### Contact Hours

Total contact hours: 8  
Private study hours: 442  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate Finance topic on which to write the report;
- identify and apply appropriate tools and techniques to support the report;
- produce a report in the required format that integrates and communicates knowledge gained from the relevant MSc programme;
- gain a deeper understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesise complex material;
- demonstrate problem solving;
- plan, work and study independently;
- demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- conduct research into finance and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the evaluation of the financial performance and management of organisations.

### Method of Assessment

Main assessment methods  
Business Report (8000 - 10000 words) (100%)

Reassessment method:  
100% project

### Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

Blumberg, B., Cooper, D.R., and P.S. Schindler (2008), "Business Research Methods", 2nd European Ed, McGraw Hill

Sharp, J., Peters, J. and Howard, K. (2002) "The Management of a Student Research Project", 3rd ed. Gower;

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Hussey, J. and Hussey, R. (1997) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Palgrave

Cottrell, S. (2003) "Skills for Success: The Personal Development Planning Handbook", Palgrave

Weyers, J. and McMillan, K. (2007) "How to Write Dissertations and Project Reports", Prentice Hall

### Pre-requisites

None

### Synopsis \*

By applying appropriate research methods, students employ relevant finance techniques to evaluate a chosen company. Analysis about the company's financial practices and performance is then drawn together and presented in a report format.

## 2021-22 Postgraduate Module Handbook

<b>CB9080</b>		<b>Business Report in Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	45 (22.5)	100% Project	

### Contact Hours

Total contact hours: 8  
Private study hours: 442  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate Accounting topic on which to write the report;
- identify and apply appropriate tools and techniques to support the report;
- produce a report in the required format that integrates and communicates knowledge gained from the MSc International Accounting programme;
- gain a deeper understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesis complex material;
- demonstrate problem solving;
- plan, work and study independently;
- demonstrate in-depth competence in numeracy and quantitative skills
- conduct research into accounting and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the evaluation of the financial performance and management of organisations.

### Method of Assessment

Main assessment methods  
Business Report (8000-10000 words) (100%).

Reassessment methods  
100% project.

### Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

Blumberg, B., Cooper, D.R., and P.S. Schindler (2008), "Business Research Methods", 2nd European Ed, McGraw Hill

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Cottrell, S. (2003) "Skills for Success: The Personal Development Planning Handbook", Palgrave

### Pre-requisites

None

### Synopsis \*

By applying appropriate research methods, students employ relevant accounting techniques to evaluate a chosen company. Analysis about the company's accounting practices and financial performance is then drawn together and presented in a report format.

## 2021-22 Postgraduate Module Handbook

<b>CB9083 Dissertation in International Business</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

### Contact Hours

Total contact hours: 12  
Private study hours: 588  
Total study hours: 600

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate understanding of ontological, epistemological, and methodological issues involved in the research design of dissertation projects in international business, and the relationship between these concepts;
- demonstrate awareness of the difficulties involved in formulating a meaningful and feasible research question, as well as of the ways of overcoming these difficulties;
- demonstrate awareness of the need to be methodical and systematic in their studies, and to be critical in their use of the work done by other international business scholars;
- demonstrate familiarity with learning resources in international business;
- demonstrate familiarity with the literature, theories, concepts and methods relevant to their research topic;
- critically engage with international business phenomena, including the terminology, concepts, theories and methods of international business analysis;
- examine and evaluate different interpretations of international business issues, events and solutions to problems;
- describe, evaluate and apply different approaches involved in collecting, analysing and presenting data relevant to international business;
- demonstrate familiarity with the various conventions of academic writing (style, citation, bibliography, etc.).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work with theoretical knowledge at the forefront of their discipline;
- be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
- develop a comprehensive understanding of methods and methodologies in their discipline;
- undertake analysis of complex, incomplete or contradictory areas of knowledge;
- develop a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- become reflective and self-critical in their research work;
- engage in academic and professional communication;
- develop independent learning ability required for continuing professional study.

### Method of Assessment

Main assessment methods  
Project (10000 - 15000 words) (100%)

Reassessment methods  
100% project

### Preliminary Reading

The research reading list will vary according to topic, but the following list is of general readings offered to students:

Biggam, J. (2011) *Succeeding with your Master's Dissertation: a Step by Step Handbook*, (2nd edition), Open University Press: Maidenhead, UK

Bryman, A. & Bell, E. (2011) *Business Research Methods*, (3rd edition), Oxford University Press: Oxford, UK

Saunders, N. K. (2012) *Research Methods for Business Students*, (6th edition), Pearson Education Limited: Harlow, UK

Wisker, G. (2007) *The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD*, (2nd edition), Palgrave: Basingstoke, UK

### Pre-requisites

None

### Synopsis \*

This research project forms a major assessed element of the course. The dissertation must be on a topic relevant to the MSc in International Business and Economic Development, as proposed by the individual student and approved by the relevant supervisor. Students are assigned a supervisor upon submission of the dissertation proposal to topic and staff expertise. Supervision of work on the dissertation is concentrated in the second half of the academic year.



## 2021-22 Postgraduate Module Handbook

<b>CB9084 Managing Organisational Performance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 33  
 Private study hours: 117  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the range of activities in performance evaluation, mainly adopting quantitative approaches.
- Demonstrate a comprehensive understanding of the suitable quantitative approaches used in performance evaluations (and related areas).
- Critically evaluate various qualitative methodologies, including soft systems methodology (SSM) that can be used within performance management but also within other, complex, problem-structuring situations

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Understand originality in the application of quantitative and qualitative approaches to the evaluation of the performance of organisations.
- Critically and creatively apply SSM to performance management and other complex problem.
- Demonstrate a practical understanding of how the above techniques are used to create and interpret knowledge in the performance evaluation. Communicate their findings and recommendations in an effective manner to managers.

### Method of Assessment

Main assessment methods

Group work (2500 – 3000 words) (20%)

Computational Assignment (20%)

Examination, 3 hour (60%).

Reassessment methods

100% examination

### Preliminary Reading

Reading will be taken from a set of specified articles to be published in the module guide. These will be a mixture of academic and non-academic sources. Such reading will provide the intellectual platform for the module beyond the lecture series.

### Pre-requisites

None

### Synopsis \*

This module aims to equip students with a systematic understanding of state-of-the-art qualitative and quantitative approaches used in performance management. Topics include the following.

- Concepts and Theories of Performance Management: This part of the module introduces key concept of performance management, performance measurements and indicators, and classic approaches in performance management such as the Balanced Scorecard, and Analytic Hierarchy Process.
- Performance Management Approaches in Practice: In this part of the module, students will learn the basics of Soft Systems Methodology (SSM), how to develop a 3E indicator system, and how to set up a performance management system by applying Balanced Scorecard.
- Performance Evaluation and Benchmarking Methods: The last part of the module will focus on Data Envelopment Analysis (DEA), a classic tool to evaluate the efficiency of organizations in both the public and private sectors. This part will cover: basic multiplier DEA models, dual DEA models, index models, and their applications.

<b>CB9085 Corporate Social Responsibility and Sustainability Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Contact hours: 36  
Private study hours: 114  
Total hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse the concept and key elements of Corporate Social Responsibility (CSR) and Sustainability Management, its role in strategic decision making and its links to the broader issues of innovation, creation and growth of new ventures, sustainable organisational performance.
- Systematically apply a range of tools and frameworks to assess the design, implementation and management of CSR in organisations to develop requisite knowledge and practical skills needed for the current global business environment.
- Demonstrate a comprehensive understanding of theories of leadership, change management and ethical and responsible approaches to people management needed for the implementation and evaluation of CSR in contemporary organisations.
- Demonstrate critical awareness of the wider issues of CSR and Business Ethics and engage with complex sustainability related business issues that affect key stakeholders and are needed by ethical and responsible business managers.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse complex issues systematically and creatively.
- Comprehensively understand and self-manage work in a complex and interdisciplinary context.
- Plan and implement solutions that can deliver actionable results to tackle and solve problems.
- Learn through reflection and to develop new skills to a high level.
- Communicate effectively to a variety of audiences and/or using a variety of methods

### Method of Assessment

Main assessment methods:

Group presentation, (30%)  
Individual Report, 3,000 words (70%)

Re-assessment methods:

100% coursework.

### Preliminary Reading

- Crane, A and Matten, D (2016), Business Ethics: Managing corporate citizenship and sustainability in the age of globalization; 4th Edition; Oxford: Oxford University Press
- Blowfield, M., & Murray, A. (2014). Corporate responsibility. Oxford: Oxford University Press.
- Cannon, T., & Cannon, T. (2012); Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment. 2nd Edition. Harlow: Pearson Education
- Chandler, D., and Werther Jr, W. B. (2013); Strategic Corporate Social Responsibility: Stakeholders, Globalization, and Sustainable Value Creation. 3rd Edition. London: Sage Publications
- Crane, A., Matten, D., & Spence, L. J. (Eds.). (2008). Corporate Social Responsibility: Readings and Cases in a Global Context. 2nd Edition. London: Routledge.
- Visser, W., Matten, D., Pohl, M., & Tolhurst, N. (2010). The A to Z of Corporate Social Responsibility. Chichester: John Wiley & Sons
- Relevant journal articles from Harvard Business Review, Academy of Management Review, Journal of Business Ethics, Journal of Management etc

### Pre-requisites

None

### Restrictions

### Synopsis \*

This module adopts the perspective of studying Corporate Social Responsibility (CSR) and sustainability management within the context of corporate strategy. Using lectures, case study illustrations and content analysis, practice-oriented class exercises and group presentations, the module's learning and teaching objectives are intended to provide students with a broad range of technical and general skills areas.

## 2021-22 Postgraduate Module Handbook

<b>CB9087</b>		<b>Management Analytics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of analytics models and their importance for delivering management innovation and drive organisational change.
- Demonstrate conceptual understanding of the use of modern scientific management techniques and how real-world complex problems can be represented and solved analytically using computer software such as Microsoft Excel®.
- Recognise and deal with managerial problems that can be modelled and analysed using quantitative techniques such as optimization, decision analysis, simulation and statistical models.
- Demonstrate critical awareness of how managers and executives utilise analytics models for business value creation by improving their operational, social, and financial performance.
- Address various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate highly developed analytics, critical and intellectual skills, which enable them to solve complex business/management/industry problems in a rapidly changing environment.
- Demonstrate an ability to select the most appropriate analytics technique for a particular business/management/industrial problem
- Independently analyse the outcome of an analytics model and present their findings in a clear and rigorous manner.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

### Method of Assessment

Main assessment methods

30% Group project including presentation (10%), spreadsheet model (10%) and 1500-2000 word report (10%)  
20% VLE Test  
50% Individual computer-based project including spreadsheet model and report (1500-2000 words)

Reassessment method:

100% Individual computer-based project including spreadsheet model and report (1500-2000 words)

### Preliminary Reading

Albright, S.C. (2017) Business analytics: data analysis and decision making. (6th Ed.) Cengage Learning.  
Evans, J. R. (2017). Business Analytics, Global Edition. (2nd Ed.) Pearson Education.  
Clemen, R.T. and Reilly T. (2013) Making Hard Decisions with Decision Tools. (3rd Ed.) Cengage Learning.  
Hillier, F.S. and Hillier, M.S. (2014) Introduction to Management Science: A Modelling and Case Studies Approach with Spreadsheets. (5th Ed.) New York: McGraw-Hill.  
Winston, W.L. and Albright S.C. (2016) Practical Management Science. (5th Ed.) Duxbury: Thomson Learning.  
Winston, W.L. (2019) Microsoft Office Excel 2019: Data Analysis and Business Modelling. O'Reilly Media.

### Synopsis \*

The aim of this highly practical module is to give students an intensive grounding in analytics modelling and hands-on experience in using industry-standard spreadsheet software (Microsoft Excel®) to structure, analyse and solve a variety of problems encountered in business and management.

Students will learn how to build practical analytics models using descriptive analytics techniques to visualise and interpret data; predictive analytics techniques to predict future outcomes and trends; and prescriptive analytics techniques, such as optimisation and decision analysis, to support decision making in complex situations. Students will be exposed to a variety of case studies that will prepare them to be data-driven managers and executives capable of utilising analytics for business value creation. Practical demonstrations will include examples in finance (e.g., optimal investment strategies, portfolio optimisation), human resources (e.g., staff scheduling, workforce planning, employee performance management), marketing (e.g., product development, customer classification, marketing campaigns optimisation), supply chain management (e.g., optimal transport routing, production scheduling) and project management (e.g., task scheduling, resource planning, project completion time optimisation).

## 2021-22 Postgraduate Module Handbook

<b>CB9088 Business Analytics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 42  
Private study hours: 108  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of the current state-of-the-art business analytics' models and their importance for decision-making within a global context.
- Critically identify the links between the tools and techniques of business analytics and the broader issues of innovation and sustainable organisational performance within a global context.
- Demonstrate a comprehensive understanding of the use of modern scientific management techniques and how real-world systems may be represented and solved quantitatively using computer software such as Excel Solver.
- Recognise and address complex managerial problems that can be modelled and analysed using quantitative techniques such as optimization, project scheduling, simulation, decision analysis and statistical models.
- Demonstrate a practical understanding of Excel model-building and problem solving techniques to solve complex business problems and support ethical and responsible management decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate highly developed quantitative, critical and intellectual skills, which enable them to solve complex business problems in a rapidly changing environment.
- Demonstrate an ability to select the most appropriate technique for a particular business/management/industrial problem.
- Independently analyse the outcome of an analytical model and present their findings in a clear and rigorous manner.
- Use creativity and independent thinking in building models to analyse complex situations and support decision making.

### Method of Assessment

Main assessment method:

VLE Quiz (10%)

Group computer project (40%): Excel Model (15%), Report (1500-2000 words, 15%), Presentation (10%)

Individual computer project (50%): Excel model, Report (1500-2000 words)

Reassessment methods:

100% individual computer project

### Preliminary Reading

Evans, J. R. (2017). Business Analytics, Global Edition, 2/E. Pearson Education.

Albright S.C. and Winston, W.L. (2020) Business analytics: data analysis and decision making. (7th Ed.) Cengage Learning.

Clemen, R.T. and Reilly, T. (2013) Making Hard Decisions with Decision Tools. (3rd Ed.) Cengage Learning.

Hillier, F.S. and Hillier, M.S. (2014) Introduction to Management Science: A Modelling and Case Studies Approach with Spreadsheets. (5th Ed.) New York: McGraw-Hill.

Winston, W.L. and Albright S.C. (2016) Practical Management Science. (5th Ed.) Duxbury: Thomson Learning.

Winston, W.L. (2019) Microsoft Office Excel 2019: Data Analysis and Business Modelling. O'Reilly Media.

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis \*

The use of data and analytics has become the corner stone for generating business value, supporting innovation and driving sustainable change in global companies. The aim of this module is to give students an intensive grounding in analytics modelling and hands-on experience in using industry-standard spreadsheet software (Microsoft Excel®) to structure, analyse and solve a variety of problems encountered in business and management.

Topics covered in the module include:

- Descriptive analytics: How to visualise, analyse and interpret data to gain business insights.
- Predictive analytics: Using statistical models, such as regression and forecasting, to make predictions about the future from historical data.
- Prescriptive analytics: How to determine optimal strategies in situations involving several decision alternatives using optimisation and decision analysis techniques.

Students will learn how to build analytics models for a variety of complex business problems, including problems in finance, marketing, human resources, production planning and project management among others.

## 2021-22 Postgraduate Module Handbook

<b>CB9090</b>		<b>Marketing Across Cultures</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an in-depth understanding of culture and the cultural components that exhibit across different markets
2. Critically evaluate cultural assumptions and arguments that may impact Marketing Strategy across cultures
3. Critically appraise appropriate frameworks and concepts suited to the formulation of marketing strategies in different cultural contexts, and apply them accordingly
4. Demonstrate a systematic understanding and a critical awareness of current challenges in the implementation of marketing strategy across cultural contexts
5. Demonstrate an in-depth understanding of the impact of culture on consumer behaviour.
6. Demonstrate a comprehensive understanding of techniques applicable to cross-cultural market research methods
7. Evaluate critically the cultural and ethical issues of marketing activities in different countries.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Think critically and creatively about the impact of culture in international markets
2. Collect, organise and summarise relevant information from secondary data sources
3. Organise, analyse information gathered individually and/or in collaboration with other colleagues and write a business report or an academic essay demonstrating an understanding of marketing strategies across cultural contexts;
4. Communicate to an audience of peers a business report or academic essay of topics in intercultural marketing;
5. Recognise and summarise the concepts, processes and institutions relevant to intercultural marketing of goods and/or services;
6. Assist and cooperate and coordinate with other individuals in learning and discussion activities.

### Method of Assessment

Online VLE MCQ Test (20%)  
 Group Presentation (20%)  
 Individual report (3000) (60%).

Reassessment methods  
 100% coursework

### Preliminary Reading

Hollensen, S. (2017). Essentials of Global Marketing, 7th Edition. Harlow: Pearson.

Usunier J. and Lee J. A. (2005) Marketing Across Cultures, 7th Edition, Essex, Prentice Hall

Academic articles from the Journal of Marketing, Journal of International Marketing, International Marketing Review, Harvard Business Review

### Pre-requisites

CB9330 Strategic Marketing

### Synopsis \*

This module will combine lectures and seminars to present, transfer, discuss and summarise intercultural marketing concepts and frameworks. Indicative topics are:

- Analysis of cultural conditions in global markets
- Cross-cultural Marketing research
- Identification of International segments and niche markets
- Executing marketing mix strategies across different cultures
- Consumer Behaviour across cultures
- Making ethical decisions across cultures

<b>CB9099</b>		<b>Delivering Innovation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

## 2021-22 Postgraduate Module Handbook

---

1	Canterbury	Spring	M	15 (7.5)	100% Coursework
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework

### Contact Hours

Contact hours: 36  
Private Study hours: 114  
Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- Critically evaluate key innovation management approaches and tools for improving management practice within a global context
  - Apply comprehensive knowledge and a systematic understanding of recent innovation management research and practice to address specific organisational challenges, including the creation and growth of new ventures, and sustainable organisational performance
  - Develop and critically reflect on an implementation plan for an innovation management project.
- Develop a systematic understanding of ethical and responsible approaches to the management of innovation

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Critically analyse and research problems systematically and creatively
- Self-manage work in a complex and interdisciplinary context
- Plan and implement project that delivers actionable results
- Learn through reflection on practice
- Communicate effectively both orally and in writing

### Method of Assessment

Assessment methods  
Main assessment methods:  
Group presentation, 20 minutes (20%)  
Examination, open book, 2 hours (80%)

Re-assessment method:  
100% examination

### Preliminary Reading

Core Texts

Cameron, S. (2011), *The MBA Handbook: Academic and Professional Skills for Mastering Management* 7th Ed, Harlow: Pearson Education (ISBN-13: 978-0273749998)

Flowers, S, Meyer, M., Kuusisto, J (2017) *Capturing the Innovation Opportunity Space: creating business models with new forms of innovation*, Cheltenham: Edward Elgar (ISBN-13: 978-1783475513)

Tidd, J. and Bessant, J. (2013), *Managing Innovation: Integrating Technological, Market and Organizational Change*, 5th Edition. London: John Wiley & Sons Ltd (ISBN-13: 978-1118360637)

Trott, P. (2012), *Innovation Management and New Product Development*, 5th Edition, London: Pearson, (ISBN-13: 9780273736561)

Von Hippel, E, (2016) *Free Innovation*, Boston, MA: MIT Press (ISBN-13: 978-0262035217)

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis \*

Delivering Innovation is an exploration of the conception, creation and diffusion of new products and services within modern economies. It examines the many challenges faced by firms and others in the process and the solutions and management practices that have been developed to deal with potential innovation barriers. The module also explores the evolving nature of innovation itself and outlines how firms and others can benefit from new and different forms of emerging opportunity.

## 2021-22 Postgraduate Module Handbook

<b>CB9101</b>		<b>Simulation Modelling</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 30  
Private study hours: 120  
Total study hours: 150.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Have a comprehensive understanding of the theoretical foundations of stochastic simulation, including random number generation, sampling from discrete and continuous distributions, and statistical analysis of transient/steady-state outputs.
- Build realistic discrete-event simulation models using industry-standard software.
- Apply simulation model building and analysis skills to systematically frame and solve complex business planning problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate originality in model building, problem-solving, and numerical analysis skills to solve complex problems.
- Use advanced computer tools to solve practical problems of direct relevance to business planning.
- Communicated findings to both specialist and non-specialist audiences in a clear, yet rigorous manner.

### Method of Assessment

Main assessment methods

Individual Report (2000-2500 words) – 100%

Reassessment methods

100% coursework

### Preliminary Reading

Winston, W.L. (2004) Operations Research: Applications and Algorithms (4th Edition). Duxbury Press.

Pidd, M. (2004) Computer Simulation in Management Science. John Wiley & Sons.

Robinson, S. (2014) Simulation: The Practice of Model Development and Use (2nd Edition). Palgrave Macmillan.

### Pre-requisites

None

### Synopsis \*

The aim of the module is to give students hands-on experience in using industry-standard simulation modelling software in order to structure and solve complex and large-scale managerial decision problems.

The module will cover the following topics.

- Queuing theory: Students will be introduced to the basic underpinnings of queuing theory, including key assumptions, benefits, and limitations.
- Discrete-event simulation: Core theory of discrete-event simulation will be covered, including a review of simulation mechanics, how to incorporate randomness into a simulation, and the systematic analysis of simulation model results. This will be supplemented with practical training in how to build and run simulation models using commercial software. Example applications will be drawn from a variety of sectors, such as manufacturing/production, transportation, healthcare, and other service industries (e.g. banking, retail, customer service).

## 2021-22 Postgraduate Module Handbook

<b>CB9102</b>		<b>Digital Innovation and New Media Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of the opportunities of the digital economy and effectively convert opportunities into viable business models..
- 2.Critically apply relevant knowledge, skills and creativity in evaluating strategic choices to effectively convert digital opportunities into competitiveness.
- 3 Demonstrate a comprehensive understanding of critical theories and concepts to analyse and differentiate the strategic values of emerging technologies, and evaluate different methods of aligning technological opportunities with business strategy.
- 4 Demonstrate a critical awareness of the main innovations and research directions in digital research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Analyse complex business situations by synthesising a variety of sources and pitch solutions.
- 2 Demonstrate effective transferable skills and professionalism.
- 3 Effectively present information and formulate and deliver logical and precise arguments.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods

Group Digital Project Presentation (30%)  
Individual Written Report (3000 words) (70%)

### Preliminary Reading

Essential Reading

Jordan, J.M. (2012), Information, technology, and innovation: resources for growth in a connected world, Hoboken, N.J.: Wiley.

Tidd, J, and Bessant, J. R. (2013), Managing innovation: integrating technological, market and organizational change, 5th Edn, Chichester: Wiley.

Recommended reading

Day, G.S., Schoemaker, P.J.H., Gunther, R. E. (2000), Wharton on managing emerging technologies, Hoboken, N.J.: Wiley.

Holmquist, L. E. (2012), Grounded innovation: strategies for creating digital products, Boston: Morgan Kaufmann.

Kressel, H. and Lento, T.V. (2007). Competing for the Future: How Digital Innovations are Changing the World, Cambridge: Cambridge University Press

### Synopsis \*

This module introduces students to the concepts of digital innovation and digital media. The module covers relevant theories and concepts to analyse the strategic value of emerging technologies.

Indicative topics are:

Digital Innovation: Cloud computing, social media, big data, sensor web technologies, language technology and analytics  
Digital Media: Mobile business; e-commerce; m-commerce, social media marketing; digital innovation in business.  
Creativity and communication: creative thinking, communication skills, start-ups



## 2021-22 Postgraduate Module Handbook

<b>CB9103</b>		<b>Business Analytics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 37  
 Private study hours: 113  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an advanced and comprehensive knowledge and understanding of core concepts and analytical frameworks in business analytics.
- 2 Critically apply IT to solve complex business and management problems.
- 3 Critically apply relevant knowledge, skills and creativity in modelling and analysing business and management problem using quantitative techniques, such as optimization, project scheduling, network design, decision analysis and statistical models.
- 4 Evaluate arguments or propositions and make judgments that can guide the application of appropriate analytical approaches to complex business/management problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Select and critically apply a variety of problem solving techniques, both autonomously and collaboratively.
- 2 Propose solutions to complex business/management problems.
- 3 Effectively communicate information, arguments and analysis in a variety of forms.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods

Individual Written Report (2000 words) (40%)  
 Examination, 2 hours (60%)

### Preliminary Reading

Albright, S.C. and Winston, W.L. (2014) Business Analytics: Data Analysis and Decision Making. (5th Ed.), Cincinnati, OH: South-Western College Publishing.

Anderson, D.R. Sweeney, D.J. Williams, T.A. and Martin, K. (2008) An Introduction to Management Science: Quantitative approaches to decision making. (12th Ed.) Cincinnati, OH: South-Western Cengage Learning

Hillier, F.S. and Hillier, M.S. (2013) Introduction to Management Science with Student CD and Risk Solver Platform Access Card: A Modeling and Cases Studies Approach with Spreadsheets. (5th Ed.), Columbus: OH: McGraw-Hill Higher Education.

### Synopsis \*

This module aims to provide an understanding of the importance of business and management modelling in practice and hand-on experience to apply current quantitative techniques and tools to a variety of problems encountered in business and management. Special emphasis will be given to the analysis of international case studies related to real-world business and management problems.

Indicative topics are:

- Introduction to Business Analytics
- Descriptive statistics and statistical inference.
- Probability theory and decision making under uncertainty.
- Sensitivity analysis.
- Markov processes.
- The use of statistical models in practice, such as regression, time series analysis and forecasting.
- Optimization and simulation techniques.
- Analysing complex decisions: How to determine optimal strategies in situations involving several decision alternatives.
- The applications of suitable techniques for analysing and solving business/management problems.

<b>CB9104</b>		<b>Marketing Management and Communications</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of the strategic role of marketing, including their primary functions in the context of the organisation and wider environment.
- 2 Identify and critically evaluate the trends in the environment and use innovative market research techniques, both qualitative and quantitative, to understand customer behaviour.
- 3 Demonstrate a comprehensive understanding of the marketing mix principles and how the marketing mix is managed, including marketing communications.
- 4 Evaluate arguments or propositions and to make judgments that can guide the development of marketing plans that effectively addresses the challenges of businesses in different contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically evaluate argument, assumptions and data to make reasoned judgments and to frame appropriate questions to achieve a solution.
- 2 Apply a variety of problem solving tools and methods both autonomously and collaboratively.
- 3 Effectively communicate the solutions arrived at, and the thinking underlying them, in verbal and written form.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods

Group Podcast (5 minutes of audio) (30%)  
Individual Written Report (2000 words) (70%)

### Preliminary Reading

Essential reading

Hooley, G. J., Saunders, J. A., and Piercy, N. (2011). *Marketing strategy and competitive positioning: Fifth edition*. Harlow, England: Prentice Hall Financial Times.

West et al. (2015) *Strategic Marketing: Creating Competitive Advantage*. 3rd edn. Oxford: Oxford University Press.

Background Reading

Blythe, J., and Megicks, P. (2010). *Marketing planning: Strategy, environment and context*. Harlow, England: Prentice Hall.

Keller, K. L. (2015). *Strategic brand management: Building, measuring, and managing brand equity*. 4th Ed. Boston: Pearson.

Kerin, R. A. and Peterson, R. A. (2013). *Strategic marketing problems: Cases and comments*. Boston: Pearson.

Kotler, P., and Keller, K. L. (2015). *A framework for marketing management*, 6th Ed. Boston: Prentice Hall.

McDonald, M. and Wilson, H. (2016) *Marketing plans: how to prepare them, how to use them*. 8th edition. Chichester: John Wiley & Sons. [ISBN-10: 111921713X]

It is also expected that students engage with key academic marketing journals (examples include *Journal of Marketing*, *Harvard Business Review*, *Journal of Marketing Management*, *Psychology and Marketing*) and key marketing practitioner oriented journals (examples include *Marketing Week*, *Marketing News*).

### Synopsis \*

This module examines recent developments in marketing thinking and market strategy development. Students will acquire a theoretical foundation through the lectures and discussions on marketing management and communications concepts and frameworks. The use of case studies will allow the student to explore the process of marketing decision-making and strategy development as well as enhancing the ability to apply marketing theory to a wide range of problems.

Indicative topics are:

- Marketing planning
- The market: understanding and analysing the marketing environment
- Segmentation, targeting and positioning
- Marketing research
- Understanding customers and buyer behaviour
- The organisation: marketing strategy and ethics
- The marketing mix (goods and services)
- New product development
- Marketing communications
- Pricing
- Marketing channels
- Contemporary issues in marketing

## 2021-22 Postgraduate Module Handbook

<b>CB9105 Strategic Operations and Supply Chain Excellence</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of the strategic contribution of operations to support business objectives.
- 2 Synthesise and critically evaluate the role of supply chain dynamics, lean and agile supply chains and supply chain integration.
- 3 Demonstrate a critical awareness of the dynamic nature of the relationship between technology and efficient operations and supply network processes.
- 4 Make informed judgments about the unpredictable and ambiguous relationship and impact of operations and supply chain management on the performance of an organisation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate effectively both orally and in writing.
- 2 Develop understanding about strategic operations.
- 3 Identify, critically analyse and address both academic and practical problems.
- 4 Critically formulate a considered outline of a logical case/argument.

### Method of Assessment

Main assessment methods

Moodle MCQ test (30%)  
 Individual Written Report (2000 words) (70%)

### Preliminary Reading

Greasley, A., (2009/2013). Operations Management 2nd or 3rd Ed., Hoboken, NJ: John Wiley and Sons.

Johnston, R. and Clark, G., (2012). Service Operations Management, 4th Ed, London: FT Prentice Hall.

Meredith JR. and Shafer, SM. (2009). Operations Management for MBAs (4th Ed), Hoboken, NJ: John Wiley and Sons.

Slack, N, Chambers, S, and Johnston, R. (2015) Operations Management, 7th edition, Harlow, Essex: FT Prentice

Additional material from guided reading of learned journals (specific papers provided).

### Synopsis \*

This module aims to equip students with a global view of the strategic and operational processes that transform inputs into value-added finished products and services across a range of industries, across the globe. Advanced theory teaching with practical skills training using case studies from global organisations provides students with an understanding of the contemporary issues and programs used in global supply chain management.

Indicative topics are:

- Introduction to Operations and Supply Chain Management
- Strategic role and Operations Strategy
- Design of Products & Services
- Process Type and Layout
- Planning and Control
- Sequencing and Capacity Planning
- Supply/Demand Management
- Lean and agile supply chains
- Quality Management and Business Improvement

<b>CB9107 Strategic and Sustainable Procurement</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

**Contact Hours**

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate advanced understanding of the strategic role and benefits of procurement within an organisation and examine its influences upon other supply chain management activities.
- demonstrate holistic understanding of the relevance and impact of sustainability throughout the procurement cycle.
- critically evaluate information from buyers and suppliers to devise strategic and sustainable sourcing and marketing decisions.
- demonstrate a deep and elaborate understanding of key motivating factors for offshoring decisions and how to evaluate and source from international suppliers.
- understand the theoretical and practical nature of outsourcing negotiations and contract management.
- evidence understanding of the effects of Industry 4.0's cutting-edge technologies and data management on strategic and operational procurement

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to research a topic independently to extract and synthesise information from a range of academic and online sources.
- Critically evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- Demonstrate an in-depth and practical understanding of how the above theories and techniques are used to create and interpret knowledge in business/management/industrial problems.
- Communicate effectively through group discussion and oral presentations.

**Method of Assessment**

Main assessment methods  
Group Presentation – 15-20 minutes (20%)  
Group Report (1000 words) (10%)  
Individual Essay (2000 words) (70%).

Reassessment method:  
100% coursework.

**Preliminary Reading**

Baily, P.; Farmer, D.; Crocker, B.; Jessop, D. and Jones, D. (2015). Procurement, Principles & Management (11th ed.), Harlow: Pearson Education

Alexander Batran, Agnes Erben, Ralf Schulz, Franziska Sperl (2017), Procurement 4.0: A survival guide in a digital, disruptive world, Campus Verlag, Frankfurt/New York

Burt, D. N.; Petcavage, S. D. and Pinkerton, R. L. (2012). Proactive Purchasing in the Supply Chain, New York: McGraw Hill

Axelsson, B.; Rozemeijer, F. and Wynstra, F. (2005). Developing Sourcing Capabilities: Creating Strategic Change in Purchasing and Supply Management, Hoboken, NJ: Wiley

Monczka, R. M.; Handfield, R. B.; Giunipero, L. C. and Patterson, J. L. (2016). Purchasing and Supply Chain Management (6th Ed.), Independence, KY: Cengage

Oshri, I., Kotlarsky, J., & Willcocks, L. P. (2011). The handbook of global outsourcing and offshoring. London: Palgrave Macmillan.

Sollish F. and Semanik, J. (2011). Strategic Global Sourcing Best Practices, Hoboken, NJ: Wiley

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Procurement is often the most significant source of immediate and long-term value creation available to any organisation. This module explores the trends and challenges of procurement and discusses its strategic role in supply chain management in today's global and digital environment. The module will also discuss the importance of sustainable procurement in creating new sales opportunities, reducing supply chain risks and providing cost savings. The module will cover the following indicative aspects of procurement:

- Procurement strategy, tactics and operations: the dynamics of make-or-buy decisions, ways of building sourcing competences and capabilities, strategical selection of suppliers and the effective management of their relationship, the ways technology enables access to data on cost structures, supply availability, lead times, financial and operational risks, and service and quality metrics.
- Key procurement issues: pitfalls in outsourcing and protectionism and de-globalisation trends, pressures for time compression, sustainability and corporate social responsibility, Procurement 4.0 as an innovation catalyst and competitive advantage.
- Procurement applications: case studies in projects, services, manufacturing and retail operations from both private and public sectors.

Weekly seminars will utilise contemporary case studies and students will be encouraged to present and explore different procurement strategies in practice.

<b>CB9108 Quantitative Business Analysis and Forecasting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	
2	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	
1	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	
2	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate advanced knowledge of the types of data analysis problems that can be appropriately dealt with using machine learning and forecasting techniques.
- Understand and critically discuss research issues within the area of machine learning and forecasting.
- Successfully develop machine learning and forecasting models and apply them to real-world problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work with complex issues systematically, critically, and creatively.
- Demonstrate self-direction and originality in tackling and solving problems through research design, data collection, preparation, analysis, synthesis, and reporting.
- Demonstrate effective use of different forms of communication techniques to present complex ideas and arguments.

### Method of Assessment

Main assessment methods  
Individual Data Analysis Report (2000-2500 words) – 100%

Reassessment method:  
100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

Students will also be required to read articles from academic journals like Machine Learning, Journal of Machine Learning Research, Journal of Forecasting, International Journal of Forecasting.

Box, G.E.P., Jenkins, G.M., Reinsel, G.C., Ljung, G.M. (2015) Time Series Analysis: Forecasting and Control, 5th Edn. Hoboken: Wiley. (ISBN: 978-1118674918)

Hyndman, R.J., Athanasopoulos, G. (2018) Forecasting: Principles and Practice. OTexts. (ISBN 978-0987507112)

James, G., Witten, D., Hastie, T., Tibshirani, R. (2013) An Introduction to Statistical Learning with Applications in R. New York: Springer. (ISBN 978-1461471370)

Witten, I.H., Eibe, F. (2011) Data Mining: Practical Machine Learning Tools and Techniques, 3rd Edition. San Francisco: Morgan Kaufmann. (ISBN: 978-0123748560)

### Pre-requisites

None

### Synopsis \*

In this module, students will learn about the fundamentals of machine learning and forecasting techniques and gain hands-on experience with analysing and solving a variety of problems encountered in business and management.

Three areas of the module could include:

- Machine learning: The introduction of modern machine learning techniques used in business data analysis, including both supervised learning (e.g. regression, classification, and artificial neural networks) and unsupervised learning (e.g. association rule discovery and cluster analysis).
- Forecasting: Students will learn about various forecasting methods, including exponential smoothing methods and the Box-Jenkins method (i.e. the ARIMA model and variants).
- Data analysis report writing. Students will systematically carry out a data analysis project and write a data analysis report.
- The data analysis packages such as R, SPSS, and Weka may be used in this module.

## 2021-22 Postgraduate Module Handbook

CB9111		Global Business Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of the dynamics and effects of the global business environment.
- 2 Critically apply relevant knowledge and judgement in identifying, analysing and designing strategies to respond to contemporary challenges in doing business around the globe.
- 3 Demonstrate a systematic understanding of the factors that influence how business activities are conducted internationally.
- 4 Critically apply appropriate frameworks to devise and recommend distinctive global business strategies and market entry strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate and present, both orally and in writing or other formats, in a professional manner.
- 2 Critically apply underlying concepts and principles outside the context in which they were first studied.
- 3 Critically apply analytical frameworks to identify and respond to business problems in a global context.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods

Group presentation (30%)  
Individual Written Report (2000 words) (70%)

### Preliminary Reading

Recommended Textbook

Peng, M. W. (2014), *Global Business*. 3rd edition. Cincinnati: Cengage Learning.

Additional Reading

Cavusgil, S.T, Knight, G., and Riesenberger, J. (2012). *International business: strategy, management, and the new realities*. Upper Saddle River, NJ: Prentice Hall.

Dickens, G. (2011) *Global Shift. Mapping the Changing Contours of the Global Economy*. Sage, London, 6th edition.

Useful Journals include: *Journal of International Business Studies*, *Journal of World Business*, *Harvard Business Review*, *Strategic Management Journal*, *Management International Review*, *Thunderbird International Business Review*, *Journal of International Management*, *Academy of Management Perspectives* etc.

### Synopsis \*

This module will focus on domestic and international companies and therefore allows students to gain understanding of contemporary global business issues and subjects covered will typically include

- Introduction to global business and global strategy
- Globalisation, regionalisation and economic development
- Industry dynamics and competition
- Institution-based view
- Global business failures: determinants of international success and failure of companies
- Internationalisation and strategising for global markets

## 2021-22 Postgraduate Module Handbook

<b>CB9112 Management Consultancy Report</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	30 (15)	90% Project, 10% Coursework	

### Contact Hours

Total contact hours: 8  
Private study hours: 292  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an advanced understanding of how to conduct qualitative and quantitative research in a business context.
- 2 Produce a report in the required format that integrates and communicates knowledge and understanding gained from the MSc Management programme and internship.
- 3 Critically apply appropriate consultancy principles and techniques for effective project management.
- 4 Demonstrate a systematic understanding of research philosophies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate competence in numeracy and qualitative management skills, including the use of models of business situations, qualitative and quantitative research skills.
- 2 Identify, find, record, organise, interpret and communicate knowledge relevant to the development and management of organisations.
- 3 Critically apply the underlying principles of social science research and research ethics.
- 4 Demonstrate an ability to design and implement a social science research project.

### Method of Assessment

Main assessment methods

Report Proposal (1000 words) (10%)

### Preliminary Reading

Saunders, M.N.K, Lewis, P. and Thornhill, A. (2016). Research Methods for Business Students. (7th edn) Harlow: Pearson Education.

### Additional Reading

Bryman, A. (2001). Social Research Methods. Oxford: Oxford University Press.

Lee, N., & Lings, I. (2008). Doing business research. A guide to theory and practice. Los Angeles: Sage.

### Synopsis \*

This module will focus on both qualitative and quantitative approaches to business and management research and would allow students to gain knowledge of the various research techniques and research design issues, such as ethics and dealing with informants. Subjects covered will typically include:

- Formulating and clarifying the management consultancy topic.
- Theoretical approaches and literature review.
- Philosophy of social science research.
- Research design.
- Research ethics.
- Secondary and primary research methods.
- Quantitative method and data analysis.
- Qualitative method and data analysis.
- Writing a consultancy proposal.
- Library resources: online sources and searching journal databases.
- Writing and presenting a management consultancy report.

<b>CB9113 Programme and Project Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150



## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic and comprehensive knowledge and understanding of key theories, strategies and techniques in project management and their application (PRINCE2 and PMP).
- 2 Critically apply the principles of life cycle methodology to programme and project management.
- 3 Describe and provide a critique of the relationship between Project Management, Benefits Realisation Management, Programme Management and Portfolio Management and be able to define the responsibilities of key players.
- 4 Critically apply relevant knowledge, skills and creativity for appropriate governance in project and programme management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate transferable skills in project and programme management.
- 2 Deal with complex projects both systematically and creatively.
- 3 Demonstrate a detailed understanding of a variety of sources of information and data, including those typically used in business contexts, and an ability to evaluate their relevance and applicability to a project.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods

VLE Quiz, 1 hour (40%)

Group Written Project (2000 words) (60%)

### Preliminary Reading

Axelos (2011), Managing successful programmes, 4th ed., London: TSO Shop, United Kingdom.

Bradley, G. (2010), Benefit Realisation Management: A Practical Guide to Achieving Benefits through Change, 3rd ed., Farnham: Gower Publishing Company, UK.

Jenner, S. and APMG International (2014), Managing benefits: optimizing the return from investments, 2nd ed., London: Stationery Office

Letavec, J. (2014), Strategic Benefits Realization: Optimizing Value through Programs, Portfolios and Organizational Change Management, Plantation, FL.: Ross Publishing

Martenili, Waddell, Rahschulte, Program Management for Improved Business Results, 2nd ed., Chichester: Wiley

Project Management Institute (2013). A Guide to the Project Management Body of Knowledge: PMBOK® Guide, 5th ed., Philadelphia, PA. : Project Management Institute, US.

Project Management Institute (2013). The Standard for Program Management. 3rd ed., Montvale, NJ. : Institute of Management Accountants, US.

Zwikael, O. and Smyrk, J. (2011), Project management for the creation of Organisational value, New York: Springer

### Synopsis \*

This module will provide students with a good understanding of key concepts and theories in the field of Programme and Project Management. Students will learn about key practices and techniques and gain a good understanding of how they might be applied in real business contexts.

Indicative topics are::

- Project, programme and portfolio management concepts.
- Bodies of knowledge and methodologies (APM, PRINCE2, P2M, PMP, MSP, MoP).
- Role of the project / programme support office/ Project Management Office (PMO)
- Project and programme organisation structures and roles.
- Life cycle, principles and processes.
- Business case and investment appraisal.
- Scheduling.
- Budgeting and cash flow.
- Earned value management.
- The use of MIS in project management
- Measurement, control and risk management in projects.
- International Project Management: Multi-cultural management.
- Agile project management versus traditional project management.
- Researching Projects.

## 2021-22 Postgraduate Module Handbook

<b>CB9116</b>		<b>Project in Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Project	
1	Canterbury	Spring	M	30 (15)	100% Project	

### Contact Hours

Total contact hours: 8  
Private study hours: 292  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a comprehensive knowledge and understanding of the theories in finance and risk, and the techniques used to analyse and solve problems in major areas of finance and risk.
- 2 Demonstrate advanced theoretical application of concepts in mathematics, statistics and finance to real life cases in finance and risk.
- 3 Apply a range of mathematical, statistical and financial techniques to real life cases related to finance and risk.
- 4 Select and use a range of financial modelling and computing techniques in the context of the particular topic.
- 5 Demonstrate a critical understanding of current research and advanced scholarship in finance and risk and demonstrate how to research and select material relevant for the research topic/case study.
- 6 Write a research report/case report of a standard comparable to research/professional documents.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Interpret complex quantitative information
- 2 Exhibit computing skills required to analyse data to inform sound judgement
- 3 Demonstrate self-direction and originality in the pursuit of independent research
- 4 Exhibit effective communication skills

### Method of Assessment

Main assessment methods

Individual Report (10,000 words) (100%)

### Preliminary Reading

Bruner, R. F., (2010) How to Study and Discuss Cases, Charlottesville, VA: Darden Business Publishing

Brunner, R. F., Eades, K. M., and Schill, M. J., (2010) Case Studies in Finance, Managing for Corporate Value Creation, 7th Edn. New York: McGraw-Hill

### Synopsis \*

Students select from a range of research topics or case studies covering a variety of financial subjects. Students use their knowledge of the theory and techniques of finance, to explore particular topics or

analyse selected cases. The emphasis is on application of the financial techniques using real life data, producing results and analysis and interpretation of the results. Students are introduced to the methodology to carry out research/case studies in the lectures. Students use relevant specialist computing software and specialist market data platforms.

## 2021-22 Postgraduate Module Handbook

<b>CB9117 Investment Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 37  
Private study hours: 113  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic knowledge, understanding and critical awareness of the theory in the areas of the syllabus relating to debt securities, bond investment strategies, equity analysis, macroeconomic and industry analysis, equity analysis methods, equity portfolio management, hedge funds and performance management.
- 2 Demonstrate a comprehensive understanding of the complex techniques applicable to solve problems in the areas of the syllabus relating to debt securities, bond investment strategies, equity analysis, macroeconomic and industry analysis, equity analysis methods, equity portfolio management, hedge funds and performance management.
- 3 Comprehensive understanding of recent developments and methodologies in investment management and the links between the theory and its practical application and to critically evaluate such methodologies.
- 4 Demonstrate a systematic understanding of the complex current issues relevant to the investment market.
- 5 Demonstrate an ability to conceptually understand, select and critically apply appropriate methods in portfolio management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Adopt a logical mathematical approach to solving complex problems and decision making in complex situations.
- 2 Effectively communicate to both technical and non-technical audiences.
- 3 Use the relevant information technology.

### Method of Assessment

Main assessment methods

Individual Essay (2000 words) (40%)  
Examination, 2 hours (60%)

### Preliminary Reading

Bodie, Z., Kane, A. and Marcus, A. (2011), *Investments and Portfolio Management*, Columbus, OH: McGraw-Hill  
Damodaran, A. (2012) *Investment valuation: Tools and techniques for determining the value of any asset*, Chichester: John Wiley & Sons  
Fabozzi, F. J. (2007) *Fixed Income Analysis (2nd Edition)*, CFA Institute, Hoboken, NJ: John Wiley & Sons Inc.  
F.K. Reilly and K.C. Brown (2002) *Analysis of Investments & Management of Portfolios*, 10th Edn, Mason, OH: Cengage Learning

### Synopsis \*

Indicative topics include:

- Overview of the Investment Industry
- Characteristics of debt securities and bond investment strategies
- Equity analysis
- Macroeconomic and industry analysis
- Equity valuation methods
- Equity portfolio management
- Hedge Funds
- Performance measurement

## 2021-22 Postgraduate Module Handbook

<b>CB9118</b>		<b>Fundamentals of Financial Economics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	M	15 (7.5)	100% Exam	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Show a systematic knowledge, understanding and critical awareness of portfolio theory.
- 2 Show a comprehensive understanding of the complex techniques applicable to solve problems in portfolio theory and asset pricing modes.
- 3 Appreciate recent developments and methodologies in economics and the links between economic theory and its practical application and to critically evaluate such methodologies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Adopt a logical mathematical approach to solving complex problems including cases where information/data is not complete.
- 2 Exhibit skills in written communication to both technical and non-technical audiences
- 3 Use of relevant information technology.
- 4 Implement effective time management, organisation and studying so that tasks can be planned and implemented at a professional level.

### Method of Assessment

Main assessment methods  
Individual Report (2000 words) (50%)  
Examination, 2 hours (50%)

Reassessment method:  
100% examination

### Preliminary Reading

Cochrane, J. (2001), Asset Pricing, Revised Edition, Princeton, NJ: Princeton University Press.

Danthine, J-P.; J. Donaldson (2015), Intermediate Financial Theory, Third edition, MA: Academic Press.

Elton, E. J.; Gruber, M. J., Brown, S.J. and Goetzmann, W.N. (2014) Modern portfolio theory and investment analysis, 9th Edition, Hoboken, NJ; Wiley.

### Pre-requisites

None

### Synopsis \*

The module will review the principles of financial economics in the form of approaches required to understand the value of risky assets. It will then provide the foundations for understanding and evaluating asset pricing models, using both equilibrium and no arbitrage approaches. Finally, it will introduce students to new developments in the field of asset pricing and the challenges that lie ahead for the discipline of financial economics.

## 2021-22 Postgraduate Module Handbook

<b>CB9119</b>		<b>Contemporary Fund Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate in-depth knowledge and systematic understanding of the investment management process from the client take-on through to performance evaluation
- 2 Apply knowledge in order to make appropriate asset allocation decisions, and critically evaluate performance
- 3 Demonstrate a critical awareness and conceptual understanding of complex current issues in Fund Management in the context of current professional practice
- 4 Critically apply appropriate models in asset allocation and security selection
- 5 Demonstrate a systematic understanding of the key operational risk factors and steps that fund managers can take to manage and control the risks

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Solve high-level problems creatively, relating to qualitative information, exercise self-direction and originality of thought
- 2 Communicate clearly, orally and in writing, to specialist and non-specialist audiences using the appropriate information technology
- 3 Exercise initiative and demonstrate effective time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working, and to act autonomously
- 4 Exercise independent learning ability needed for continuing professional development

### Method of Assessment

Main assessment methods

Individual Essay (2000 words) (30%)  
Examination, 2 hours (70%)

### Preliminary Reading

Darnell, M. (2007), The Changing Nature and Role of Tactical Asset Allocation, SFA Conference Proceedings  
Ibbotson R. and Kaplan, P. (2000), Does Asset Allocation explain 40, 90 or 100 Percent of Performance?, Financial Analyst Journal, (56, 1, pp 26-33)

"Risk Principles for Asset Managers" Buy Side Risk Managers' Forum and Capital Market Risk Advisors, 2008.

Downloadable from [www.cmra.com](http://www.cmra.com)

Case study: "Multifactor models" Harvard Business School, 9-207-056

### Pre-requisites

None

### Synopsis \*

Indicative topics are:

- The size and structure of security markets
- The industry's value chain
- The distinction between policy risk and active risk
- The fundamental law of active management
- Implementation shortfall, transaction costs and the transfer coefficient
- Investment management processes
- Asset allocation
- Multi-factor models
- Operational risk
- Styles of equity and bond management
- Behavioural finance
- Hedge funds
- Performance measurement
- Analysis of fund reports

## 2021-22 Postgraduate Module Handbook

<b>CB9121</b>		<b>Mathematics of Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 37  
Private study hours: 113  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Show a systematic knowledge, understanding and critical awareness of financial mathematics theory.
- 2 Show a comprehensive understanding of the complex techniques applicable to solve mathematical problems in the area of finance.
- 3 Appreciate recent developments and methodologies in financial mathematics and the links between the theory of financial mathematics and their practical application and to critically evaluate such methodologies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Exhibit a logical mathematical approach to solving complex problems.
- 2 Exhibit skills in written communication to both technical and non-technical audiences.
- 3 Use relevant information technology.
- 4 Apply effective time management, organisation and studying so that tasks can be planned and implemented at a professional level.

### Method of Assessment

Main assessment methods

Individual Essay (2000 words) (40%)  
Examination, 2 hours (60%)

### Preliminary Reading

Adams, A., Booth, P., Bowie D., & Freeth D. (2003). *Investment Mathematics*. Chichester: John Wiley & Sons.  
Cvitanic, J., & Zapatero, F. (2004). *Introduction to the Economics and Mathematics of Financial Markets*. Boston, Mass: Massachusetts Institute of Technology.  
Voitle, J. (2002) *Vault Guide to Advanced Finance and Quantitative Interviews*. New York: Vault Inc.  
Wilmott, P. (2007). *Paul Wilmott on Quantitative Finance*. 2nd Edn. Chichester : John Wiley & Sons.  
Wilmott, P. (2009). *Frequently Asked Questions in Quantitative Finance*. 2nd Edn. Chichester: John Wiley & Sons

### Synopsis \*

Indicative topics are:

- Interest rates and discount factors
- Time value of money
- Level annuities, increasing annuities, and perpetuities.
- Valuation of investments, net present value, internal rates of return.
- Term structure of interest rates.
- Stochastic interest models for investment returns.
- Foreign currency investments.
- Modern portfolio theory and asset pricing.
- Optimal consumption / portfolio Strategies. Utility Maximization in discrete/continuous time. Utility indifference pricing and hedging. Market indices. Portfolio performance measurement. Bond analysis. Option pricing models. Stochastic investment models.

CB9122		Leadership and Change Management					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		
1	Medway	Autumn	M	15 (7.5)	100% Coursework		

### Contact Hours

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of principles, concepts, and methods of change management in organisations; the change management process and change planning.
- 2 Demonstrate an ability to critically evaluate the role of a leader in change management.
- 3 Critically evaluate change management plans in different business environments.
- 4 Critically evaluate contemporary issues in managing and leading change.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically apply analytical frameworks to make decisions in complex and unpredictable situations and environments.
- 2 Effectively apply analytical models to demonstrate problem solving skills and originality in tackling and solving problems.
- 3 Demonstrate an ability to work pro-actively with others to formulate solutions.
- 4 Effectively communicate their conclusions, and the thinking underlying them.

### Method of Assessment

Main assessment methods

Group Presentation (30%)  
 Individual Written Report (2000 words) (70%)

### Preliminary Reading

Burnes, B. (2014) *Managing Change*, (6th Edn.), Harlow: Pearson.

Shaw, P. (2002) *Changing Conversations in Organizations: A Complexity Approach to Change*. London: Routledge.

### Synopsis \*

This module will utilise domestic and international companies to shed light on change management issues, and models of change and therefore allows students to gain understanding of leadership and change in organisations and subjects covered will typically include:

- Understanding change management.
- The role of change agents including management consultants.
- Examine the core issues involved in leading change.
- Organisations and key stakeholders to deliver change and organisational success.
- Contemporary issues in change management.

## 2021-22 Postgraduate Module Handbook

<b>CB9123 Professional Skills and Employability Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 16  
Private study hours: 134  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Reflect critically upon own professional skills and employability prospects.
- Develop advanced knowledge of leadership skills in business and management linked to their career ambitions.
- Demonstrate independent learning ability required for continuing professional development.
- Demonstrate an advanced knowledge of relevant career theory and how this applies to practice and experience to enhance employability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate and develop personal objectives for academic and career development.
- Critically evaluate their own learning for the development of professional and employability skills.
- Compose documents and communications with advanced academic writing skills.
- Synthesise complex information and make sound judgements to communicate to a range of audiences.

### Method of Assessment

Main assessment methods

Individual Reflective Essay (2000 words) (50%)  
Personal Pitch 10 minutes video presentation (50%)

Reassessment methods: Like for like

### Preliminary Reading

Core text:

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

Additional Reading

Pattison, L. (2013). Professional skills and employability, Harlow: Pearson, Higher Education

Williams, K., Woolliams, M. & Spiro, J. (2012) Reflective writing Pocket studies skills, Basingstoke: Palgrave MacMillan.

### Synopsis \*

This module aims to develop the skills and knowledge necessary for enhanced employability for postgraduate students.

Subjects covered will typically include:

- Employability skills and career theory
- Personal skills analysis
- Management skills development
- Insights into Career opportunities relevant to course of study
- Navigating the job application process: Psychometric tests, interviews, assessment centres, and presentations
- Finding your consultancy project/internship/industrial placement opportunity



## 2021-22 Postgraduate Module Handbook

<b>CB9124 Accounting and Financial Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 25  
 Private study hours: 125  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding and critical awareness of accounting principles and apply these to complex accounting issues.
- 2 Demonstrate an ability to analyse critically and interpret financial reports.
- 3 Demonstrate an advanced understanding and critical awareness of well-established concepts, principles, and theories that underlie financial management decisions.
- 4 Apply relevant knowledge and judgment in structuring, developing, and defending complex arguments/problems in the context of financial management, such as dealing with investment and financing decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Analyse complex business situations by synthesising a variety of sources and pitch solutions.
- 2 Demonstrate an ability to critically apply quantitative, problem solving, and decision making tools
- 3 Effectively present information and formulate and deliver logical and precise arguments.
- 4 Research, plan and work independently.

### Method of Assessment

Main assessment methods

Individual report (2000 words) (40%)  
 Examination, 2 hour (60%)

Reassessment Method:  
 100% Exam

### Preliminary Reading

Atrill, P. and McLaney, E. (2014) Accounting and Finance for Non-Specialists, 9th edn. Harlow, United Kingdom: Pearson Education.

Atrill, P. and McLaney, E. (2014) Accounting and Finance for Non-Specialists, 9th edn. Harlow, United Kingdom: Pearson Education.

Collier, P.M. (2012). Accounting for managers: Interpreting accounting information for decision making. 4th edn. United States: Wiley, John & Sons.

McLaney, E. (2014) Business finance: Theory and practice. 10th edn. Harlow, United Kingdom: Pearson Education.

Palepu, K.G., Healey, P.M. and Peek, E. (2016) Business Analysis and Valuation: IFRS Edition, (4th Edition), Hampshire: Cengage Learning EMEA.

### Synopsis <span style =

The module aims to cover key accounting and financial management aspects of a business. The module begins by learning about the use of accounting principles in measuring and reporting financial position of a business for external stakeholders. It then moves on to analysing and interpreting financial reports for decision making. Under the financial management aspect, the module covers key capital investment decision making techniques such as NPV and IRR. Finally, the major aspects related to long term financing decisions such as sources of long term finance, capital structure, and costs of debt, equity and capital are covered.

<b>CB9125 Consultancy Skills and Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	
1	Medway	Spring	M	15 (7.5)	100% Coursework	

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

- 1 Demonstrate an advanced and comprehensive knowledge and understanding of the nature of consultancy, clients and the consulting process, and theories associated with facilitating change in organisations.
- 2 Critically apply relevant knowledge, skills and creativity in selecting and implementing consulting and intervention styles and client-centeredness.
- 3 Demonstrate a comprehensive understanding of managing relationships with clients using the consultancy cycle, including managing risk, productive relationships, expectations, handling problems, barriers to implementation and evaluation.
- 4 Critically apply appropriate consultancy principles and techniques for effective project management.

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

- 1 Plan, manage and complete a consulting project to a brief, budget and timescale.
- 2 Demonstrate effective relationship skills and professionalism (including negotiation, facilitation, communication and relationship-building skills).
- 3 Effectively present information and formulate and deliver logical and precise arguments.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods

Individual Reflective Report (1500 words) (30%)  
Individual Project Presentation (70%)

### Preliminary Reading

Biggs, D. (2010) Management Consulting – A Guide for Students, Andover: Cengage Learning

Czerniawska, F and May, P. (2006), Management Consulting in Practice, London: Kogan Page

O'Mahoney, J., & Markham, C. (2013). Management consultancy. Oxford: Oxford University Press.

It is also expected that students engage with key academic management journals (examples include Academy Management Review, Administrative Science Quarterly, British Journal of Management, Harvard Business Review, Strategic Management Journal) and key consultancy practitioner oriented journals (examples include Consultant News, McKinsey Quarterly).

### Synopsis \*

The module content includes business consultancy skills that are transferable into the business consulting profession, internal consultancy positions within organisations, and senior management roles.

Indicative topics are:

- \* Approaches to management consulting.
- \* Negotiating a scope of work.
- \* Developing a client proposal.
- \* Data collection and analysis.
- \* Preparing and presenting a consulting report.
- \* Working as an effective team member in a consulting team.
- \* Managing client relationships and expectations.
- \* Consulting project management.

## 2021-22 Postgraduate Module Handbook

<b>CB9126</b>		<b>Business Decision Modelling</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	
2	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 30  
Private study hours: 120  
Total study hours: 150.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Have an advanced and systematic understanding of how complex real-world systems can be represented in mathematical form.
- Exhibit a systematic knowledge of some classic business, management, and industry problems, formulate them mathematically, and solve them.
- Demonstrate an ability to deal with various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations.
- Implement such models using industry-standard software and perform analyses to support business planning and management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Independently apply their model building, problem-solving and numerical skills to solve complex business/management/industry problems.
- Demonstrate an ability to select the most appropriate technique for a particular business/management/industrial problem.
- Independently analyse the outcome of a model and present their findings in a clear yet rigorous manner.

### Method of Assessment

Main assessment methods

Individual Report (2000-2500 words) – 100%

Reassessment methods

100% coursework

### Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A., Martin, R.K. (2012) An Introduction to Management Science: Quantitative Approaches to Decision Making, 13th Edition. Mason: Cengage.

Hillier, F.S, Lieberman G.J. (2005) Introduction to Operations Research, 8th Edition. Boston: McGraw Hill.

Winston, W.L. (2004) Operations Research: Applications and Algorithms, 4th Edition. Belmont: Duxbury Press.

Reeves, C.R. (1995) Modern Heuristic Techniques for Combinatorial Problems. New York: Blackwell Scientific.

Williams, H.P. (1990) Model Building in Mathematical Programming. New York: Wiley.

Williams, H.P. (1993) Model Solving in Mathematical Programming. New York: Wiley.

### Pre-requisites

None

### Synopsis >\*

The aim of this module is to introduce students to optimisation modelling and solution techniques, typical applications areas within strategic/operation business planning, and the use of commercial optimisation software.

The module covers the following topics:

- Linear Programming: Students will be introduced to the building blocks of optimisation (i.e. decision variables, objectives, constraints), how to mathematically formulate linear programming (LP) models, LP solution techniques, sensitivity analysis (e.g. range of optimality reduced costs, dual prices), and typical applications like production planning, scheduling, and portfolio selection.
- Network Models: This topic includes a range of concepts and modelling techniques for formulating classic network models, including transportation and assignment, shortest path, maximum flow, and minimum spanning tree problems, and common solution approaches.
- Integer Programming: This will cover integer linear programming (ILP) models, including binary integer models, classic exact and heuristic solution methods (e.g. branch and bound, greedy heuristics), and typical application areas of ILP, including capital budgeting, fixed charge production, and facility location.

## 2021-22 Postgraduate Module Handbook

<b>CB9127</b>		<b>Business Economics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Show a systematic knowledge, understanding and critical awareness of the theory in business economics
- Show a comprehensive understanding of the complex techniques applicable to solve problems in business economics
- Appreciate recent developments and methodologies in economics and the links between economic theory and its practical application in business and to critically evaluate such methodologies

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Adopt a logical mathematical approach to solving complex problems including cases where information/data is not complete
- Exhibit skills in written communication to both technical and non-technical audiences
- Use of relevant information technology
- Implement effective time management, organisation and studying so that tasks can be planned and implemented at a professional level

### Method of Assessment

Main assessment methods  
Individual Essay (2000 words) (30%)  
Examination, 2 hours (70%)

Reassessment method;  
100% Exam

### Preliminary Reading

Begg, D. and Ward, D. (2016) Economics for Business, 5th Ed., Maidenhead: McGraw Hill

Slooman, J., Garratt, D., Guest, J. and Jones, E. (2016) Economics for Business 7th Ed., Harlow: Pearson Education Ltd

### Pre-requisites

None

### Synopsis \*

The module looks at the working of competitive markets, consumer demand and behaviour, product selection, marketing and advertising strategies, costs of production, production function, revenue and profit, profit maximisation under perfect competition and monopoly, imperfect competition, business strategy, the objectives of strategic management, firms' growth strategy, pricing strategies, government intervention, international trade, balance of payment and exchange rates, the role of money and interest rates in the economy, the level of business activity, unemployment, inflation, and macroeconomic policy.

## 2021-22 Postgraduate Module Handbook

<b>CB9128</b>		<b>Corporate Strategy and Performance Measurement</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate advanced understanding of the theoretical frameworks and processes in strategic management and performance measurement.
- Critically apply appropriate strategic frameworks to plan and monitor corporate performance.
- Critically apply relevant knowledge and judgement in selecting and applying strategic techniques in different business contexts and to contribute to the evaluation of the performance of an organisation and its strategic development.
- Demonstrate a critical awareness of current developments and new insights in strategic management and performance measurement.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Apply a variety of problem solving tools and methods autonomously.
- Effectively communicate their conclusions, and the thinking underlying them in written form.
- Demonstrate an ability to work proactively to formulate solutions.

### Method of Assessment

Main assessment methods

Individual Written Report (2500 words) (40%)  
Examination, 2 hours (60%)

Reassessment Method:  
100% Exam

### Preliminary Reading

Johnson et al. (2019). Exploring Strategy. Text and Cases. 12th edn. Harlow: Pearson Education Ltd.  
Bourne, M. and Bourne, P. (2011). Handbook of corporate performance management. Chichester: Wiley.

### Synopsis \*

This module aims to provide an advanced understanding of the role of strategic management in organisations, relating to the strategic analysis, decision-making and processes within and between organisations in different business contexts. Through studying this module students develop critical awareness of current developments and new insights in strategic management and performance measurement.

Indicative topics may include:

Defining corporate strategy; the strategy context; strategy formulation; resource-based strategy; corporate and business strategy; performance measurement (tools and techniques).

## 2021-22 Postgraduate Module Handbook

<b>CB9129</b>		<b>Quantitative Research Methods</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic knowledge and understanding of the use of quantitative techniques for application to problems in a social science context.
- Demonstrate a comprehensive understanding of techniques applicable to undertake statistical investigation of financial data.
- Identify and utilise appropriate statistical techniques to apply to complex social science research problems.
- Critically evaluate and apply quantitative techniques for solving problems within a social science context.
- Analyse and interpret results derived from complex statistical models / quantitative techniques.
- Critically evaluate the use of quantitative research approaches in published research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate research results to academic and general audiences in both written and oral media.
- Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development.
- Solve complex problems that are common in social research.

### Method of Assessment

Main assessment methods

Presentation (20%)

Individual Empirical Project (3000 words) (80%)

Reassessment method:

100% project

### Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A., Freeman, J. and Shoemaker, E. (2014) *Statistics for Business and Economics*, 3rd Edition, Andover: Cengage

Brooks, C. (2014) *Introductory Econometrics for Finance*, 3rd Edition, Cambridge: Cambridge University Press.

Gujarati, D.N. (2009) *Basic Econometrics*, 5th Edition, New York and London: McGraw-Hill

Greene, W.H. (2012) *Econometric Analysis*, 7th Edition, Harlow: Pearson

Hamilton, J.D. (1994) *Time Series Analysis*, Princeton, N.J.: Princeton University Press.

Tsay, R. (2010) *Analysis of Financial Time Series*, 3rd Edition, Hoboken, NJ: Wiley-Interscience.

### Pre-requisites

None

### Synopsis \*

This module introduces students to quantitative research in social sciences. It will provide advanced quantitative training within this field. Topics of study include:

- Key concepts and research process of quantitative methods
- Statistical concepts
- Probability distributions
- Statistical inference, estimation and hypothesis testing
- Sampling approaches, sampling error and the problems of missing data
- Linear regression
- Multiple linear regression
- Data reduction and grouping methods
- Time-series models
- Panel data and longitudinal data
- Introduction to econometric software (Eviews, MatLab, Stata)

## 2021-22 Postgraduate Module Handbook

<b>CB9130</b>		<b>Socially Responsible Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of the role of businesses in society and the key ethical, economic, social and environmental challenges faced by contemporary organisations.
- 2 Critically apply relevant concepts, theories and framework of responsible behaviour to different contexts.
- 3 Critically assess the suitability and applicability of contemporary business and societal responses to environmental, social and economic challenges for sustainable development.
- 4 Demonstrate a comprehensive understanding of the key issues that organisations face in the design and implementation of socially responsible programmes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate initiative and personal responsibility in working and studying independently.
- 2 Demonstrate competence in time and project management of independent research demonstrating transferable skills of independent learning.
- 3 Demonstrate ability to address problems relating to conflicting interests by developing accountable priorities.
- 4 Effectively present information and formulate and deliver logical and precise arguments.

### Method of Assessment

Main assessment methods

Individual Reflective Report (1500 words) (30%)  
Individual Report (2000 words) (70%)

### Preliminary Reading

Austin, J.E. & Seitanidi, M.M., (2014). Value Creation in Nonprofit-Business Collaborations: New thinking in Collaborative Value Creation, San Francisco: Jossey-Bass.

Crane, A. and Matten, D. (2016). Business Ethics 4th edition. Oxford: Oxford University Press

Crane, A., Matten, D. and Spence, L. J. (Eds) (2013) Corporate Social Responsibility: Readings and Cases in a Global Context, 2nd Edn.. London: Routledge

Seitanidi M.M. & Crane A., (2014). Social Partnerships and Responsible Business. A Research Handbook, London: Routledge.

### Synopsis \*

The module focusses on managing organisations in a responsible way by looking at the ethical issues that emerge in the interactions of a business with its stakeholder groups. Subjects covered will typically include:

- Corporate Social Responsibility
- Sustainability
- Social responsibilities of sectors and industries
- Ethical issues in the interaction with stakeholders
- Implementation of socially responsible and sustainable programmes and initiatives

## 2021-22 Postgraduate Module Handbook

<b>CB9132 Digital and Social Media Design</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 24  
Private study hours: 126  
Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic and comprehensive understanding of technologies and software used in the capture, processing, design and production of digital content and services.
- Critically evaluate and apply appropriate technologies and tools in social media management in different contexts.
- Provide advice on how organisations can use digital media effectively for stakeholder engagement, product and service promotion and crisis response strategies.
- Demonstrate advanced and critical knowledge of the process of design and development of digital and social media strategic campaigns.
- Demonstrate understanding of the key characteristics of new media communications and platforms in different contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information.
- Effectively communicate information, arguments and analysis in a variety of forms
- Demonstrate an ability to critically identify issues and formulate solutions.
- Use self-direction, initiative and planning in the context of independent learning and the management of assignments.

### Method of Assessment

Main assessment methods:

Individual design plan, 2000 words (40%)  
Individual development report, 3000 words (60%)

Reassessment methods:

100% coursework

### Preliminary Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital marketing: Strategy, implementation and practice. 6th ed. Pearson. ISBN-10: 0273746103

Scott, D. (2017). The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases & viral marketing. Newark: John Wiley & Sons, Incorporated. Print ISBN: 9781119070481

Cochoy, F., Hagberg, J., Hansson, N. and McIntyre, M.P. (2017), Digitalizing consumption: How devices shape consumer culture. 1st ed. New York: Routledge. ISBN: 1138124893

Cameron-Kitchen, T. and Ivanescu, Y. (2015). Profitable social media marketing: How to grow your business using Facebook, Twitter, Instagram, LinkedIn and more. 1st ed. CreateSpace Independent Publishing Platform. ISBN: 1519611927

Brogan, C. (2010) Social media 101: Tactics and tips to develop your business online, 1st ed. Wiley: Hoboken, N.J. ISBN-10: 0470563419

### Pre-requisites

None

### Synopsis \*

Social media and information applications are transforming business. This module introduces students to the practice and strategy development of digital and social media design. The module uses a practical approach; students will learn and apply design skills to support digital marketing activities. Contemporary social media issues and business cases will be introduced and discussed.

Indicative topics to be covered are likely to include:

- Applications of digital media tools and technologies
- The challenges and opportunities of digital social media
- Interactive online/Internet marketing activity implementation strategy and planning
- Designing strategic online messages, campaign planning for digital media
- Social media campaign management
- eWOM management
- Mobile technologies and social media
- Social media analytics and tools
- Economic, cultural and political factors that influence online social media design



## 2021-22 Postgraduate Module Handbook

<b>CB9133 Digital Marketing Report</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	

### Availability

2018/19

### Contact Hours

8 hours supervision

### Learning Outcomes

Demonstrate systematic understanding of how to conduct qualitative and quantitative research in the digital marketing context; Produce a satisfactory academic report in the required format that integrates and communicates knowledge and understanding gained from the MSc Digital Marketing and Analytics; Identify and critically apply appropriate conceptual frameworks, analytical tools and techniques to support the report; Demonstrate a systematic understanding of research philosophies.

### Method of Assessment

100% coursework

### Preliminary Reading

Hair, J. F., Bush, R. P. & Ortinau, D. J.M (2009). Marketing Research: In a Digital Information Environment. (4th edn) McGraw-Hill Higher Education

Saunders, M.N.K, Lewis P and Thornhill A (2016). Research Methods for Business Students. (7th edn) Harlow: Pearson Education.

### Synopsis \*

This module will focus on both qualitative and quantitative approaches to digital marketing research and allows students to gain knowledge of the various research techniques and research design issues. Subjects covered will typically include: Identification of digital marketing management issues and relevant research objectives; Literature review and theoretical framework development; Research ethics; Digital marketing data collection sources; Qualitative and quantitative methods and data analysis; Writing and presenting a digital marketing report.

<b>CB9134 Web Marketing and Analytics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Availability

2018/19

### Contact Hours

24 hours: lectures and lab-based seminars

### Learning Outcomes

Demonstrate a systematic understanding of the role of web analytics within the digital marketing landscape; Demonstrate a comprehensive understanding of the strategic and operational aspects of Web analytics tools and technologies and how Web analytics can influence and create new marketing levers; Demonstrate creativity in the application of web/social/mobile analytics platforms to monitor and track of web-based marketing activities; Critically apply web intelligence to improve the outcomes of marketing or business plans within the context of the modern business and its international context.

### Method of Assessment

100% coursework

### Preliminary Reading

Kaushik, A. (2009). Web analytics 2.0: The art of online accountability and science of customer centricity. 1st ed. Sybex. ISBN-10: 0470529393.

Beasley, M. (2013). Practical web analytics for user experience: How analytics can help you understand your users, 1st ed. Morgan Kaufmann. ISBN-10: 0124046193

### Synopsis \*

The Internet and web applications have fundamentally changed nearly every aspect of our daily lives. Marketing practitioners have shifted their efforts online. This module aims to help students recognise the role of web analytics within the digital marketing landscape, and practically apply web analytics tools and technologies to monitor performance of web based marketing activities.

Topics to be covered are likely to include: Introduction to web analytics and web data driven marketing; Web server log analysis; Web metrics and key web performance Indicators; Web monitoring and trends analysis; Dashboard design; Navigation analysis; Online advertising; Future trends of web analytics

## 2021-22 Postgraduate Module Handbook

<b>CB9135</b>		<b>The Digital Consumer</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

### Availability

2018/19

### Contact Hours

21 hours lectures and seminars

### Learning Outcomes

Demonstrate a systematic understanding of the impact of the digital marketplace on consumers and consumer behaviour, from both theoretical and practical perspectives; Demonstrate a comprehensive understanding of the role of consumer insight in marketing practices and building of strategic consumer relationships; Demonstrate an advanced understanding of the underlying theories and concepts explaining consumer behaviour and their application across cultures; Critically evaluate the use of digital marketing communication tools for acquiring, converting and retaining customers.

### Method of Assessment

100% coursework

Group Podcast (30%)

Individual Written Report (2000 words) (70%)

### Preliminary Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital Marketing: Strategy, Implementation and Practice. 6th Edition. Harlow: Pearson. ISBN-10: 1292077611.

Chaffey, D. and Smith, P. R. (2017). Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing, 5th Edition, New York: Routledge. ISBN-10: 1138191701

### Synopsis \*

This module examines the key factors that influence the digital consumer, including social networks and virtual communities. It identifies the importance of developing campaign content aimed at specific market segments and how campaigns can be measured. Topics to be covered are likely to include: Introduction to consumer behaviour across cultures; The digital marketplace and its impact on consumers; Online consumer behaviour; e-CRM and managing the customer experience; Generational differences in digital responsiveness; the psychology of Internet behaviour and communication; democracy in the digital age: the rise of digital political marketing.

## 2021-22 Postgraduate Module Handbook

<b>CB9136</b>		<b>Social Media Analytics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Availability

2018/19

### Contact Hours

21 hours lectures and lab-based seminars

### Learning Outcomes

Demonstrate a systematic understanding of multiple social media platforms and think critically about how organisations use social media as a communications tool; Critically apply techniques from social media analytics, text mining and social network analysis to recognise and explain network patterns in social data; Create data visualisations and identify features of social networks; Access social media data from multiple social media platforms and understand the many ethical issues related to privacy and information use online.

### Method of Assessment

Individual report, 2000 words (60%)

Group written report, 3000 words (40%)

### Preliminary Reading

Sponder, M. (2014). Social media analytics: Effective tools for building, interpreting, and using metrics, 1st Ed, McGraw-Hill Education. ISBN-10: 0071824499

### Synopsis \*

Social media not only provides practitioner with a means of communicating with their customers, but also a way to better understand their customers. This module helps students to explore multiple social media platforms for data collection and apply analytical methods to convert social media data to digital marketing insights.

Topics to be covered are likely to include: Basics of social media and the role and structures of social media conversations; Collecting and extracting social media data; Social media data analysis, visualisation, and exploration; Key metrics used for analysing social media; Social media case studies; Methods for identifying trends in social data; Theories of social networks

## 2021-22 Postgraduate Module Handbook

<b>CB9137 Principles of Digital and Social Media Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	M	15 (7.5)	100% Coursework	
1	Medway	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	

### Contact Hours

Contact hours: 25  
Private study hours: 125  
Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic and comprehensive understanding of the emerging social paradigm fueled by the rise of digital technologies, along with the resultant opportunities, challenges and other implications for marketing practices.
- Critically evaluate and explain the implications of value generation through digital marketing and social media from both theoretical and practical perspectives.
- Critically reflect on the relationship between traditional and digital marketing practices.
- Demonstrate a critical awareness of the main innovations and research directions in digital technology and marketing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse complex business situations by synthesising a variety of sources and pitch solutions.
- Demonstrate effective relationship skills and professionalism.
- Effectively present information and formulate and deliver logical and precise arguments.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

### Method of Assessment

Main Assessment methods:

Individual project 80%:

- E-portfolio 20%
  - Individual report, 2500 words (60%)
- Group written report, 1500 words (20%)

Reassessment methods:

100% coursework

### Preliminary Reading

Essential Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital Marketing: Strategy, Implementation and Practice. 6th Edition. Pearson. ISBN-10: 1292077611

Recommended reading

Roberts, M. and Zahay, D. (2013). Internet Marketing: Integrating Online and Offline Strategies, 3rd Edition. Cengage Learning. ISBN-10: 1133625908

Ryan, D. (2016). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation, 4th Edition, Kogan Page. ISBN-10: 0749478438

### Synopsis \*

This module introduces students to the fast-moving world of digital marketing technologies and their applications. It presents theoretical frameworks and models which are relevant to digital marketing practice. It examines the development of supporting technologies for digital marketing and explores digital channels and their suitability for inclusion for effective integrated online and offline marketing programmes and campaigns.

Indicative topics to be covered are likely to include:

- Introduction to digital and social media marketing
- Online marketplace analysis
- Digital marketing strategy
- The impact of digital media and technology on the marketing mix
- Relationship marketing using digital platforms
- Delivering the online customer experience
- Campaign planning for digital media
- Marketing communications using digital media platforms
- Evaluation and improvement of digital channel performance
- B2C and B2B digital marketing practice

## 2021-22 Postgraduate Module Handbook

<b>CB9138</b>		<b>Digital Marketing Data Mining and Analytics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	
1	Medway	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Availability

2018/19

### Contact Hours

24 hours lectures and labs

### Learning Outcomes

Demonstrate a systematic understanding of the potential of data mining for gaining marketing insight and supporting marketing decision making; Critically evaluate concepts and tools needed to analyse and interpret digital marketing data; Practice with leading data mining methods and their application to marketing challenges in a variety of contexts; Critically apply the practical experience and the theoretical insights needed to reveal patterns and valuable information embedded in large data sets to support digital marketing decision-making and activities.

### Method of Assessment

Individual Assignment (2000 words) (40%)  
Individual Data Analysis Excel Project (60%)

### Preliminary Reading

Grigsby, M (2015). Marketing analytics: A practical guide to real marketing science. 1st ed. Kogan Page. ISBN-10: 0749474173.

Witten, I. H., Frank, E., Hall, M. A., Pal, C. J. (2016). Data Mining: Practical Machine Learning Tools and Techniques. 4th ed. Morgan Kaufmann. ISBN-10: 0128042915

### Synopsis \*

This module covers data mining techniques and their use in marketing decision making. In this module students will gain practical experience and will critically apply software commonly used in contemporary organisations to support marketing strategies based on marketing data.

Topics to be covered are likely to include: Introduction to data mining (e.g., cluster analysis, PCA/factor analysis) for digital marketing; Data pre-processing, visualisation and exploratory analysis used to provide insight into marketing activities; Key marketing tasks: e.g., segmentation, profiling; Data Mining Methods for Classification; Data mining predictive models and their application; Accessing and collecting data from the Web and introduction to text mining; Web-analytics and data mining models in real-world applications.

## 2021-22 Postgraduate Module Handbook

<b>CB9139 Emerging IT Trends for Digital Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

### Availability

2018/19

### Contact Hours

24 hours lectures and seminars

### Learning Outcomes

Demonstrate a systematic understanding of emerging information technologies, applications in digital marketing, limitations and future trends; Critically examine a series of case study approaches to how businesses have attempted to incorporate emerging information technologies to support digital marketing decision-making; Develop and design academic arguments around key future trends in information technologies most likely to impact upon business and digital marketing practices; Critically examine and operationalise strategies for the likely impact of emerging information technologies for digital marketing in contemporary organisations.

### Method of Assessment

Group poster presentation (20%)

Individual applied/industry report (80%)

### Preliminary Reading

Wright, T. and Snook, C. J. (2017). Digital sense: The common sense approach to effectively blending social business strategy, marketing technology, and customer experience, 1st ed, John Wiley & Sons. ISBN-10: 1119291704.

Schwalbe, K. (2013). Information Technology Project Management. 7th ed. Course Technology. ISBN-10: 1285847091.

### Synopsis \*

Marketing has become a digital process, blurring the lines between IT and marketing, and making IT an essential ingredient. Technology is becoming the fundamental essence for supporting digital marketing activities. This module aims to introduce the emerging and on-going IT trends and the applications of these technologies.

Topics to be covered are likely to include: Micro and Edge computing environments; IT applications and customer experience; Decision support systems; Internet of Things (IoT); Blockchain technology; Cyber security; Cloud computing; Social technology; Virtual reality.

<b>CB9140 Digital Marketing Strategy and Planning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

24 hours lectures and seminars

### Learning Outcomes

Demonstrate a systematic understanding of the macro- and micro- digital marketing environments, and propose sustainable performance plans in the digital marketplace; Critically evaluate digital marketing propositions and strategies from both theoretical and practical perspectives; Critically evaluate and apply effective digital marketing campaign strategies to different business scenarios, reflecting on strategic marketing implementation issues; Demonstrate a critical awareness of corporate social responsibility and business ethics when developing digital marketing strategies in different contexts.

### Method of Assessment

Group written report (3000 words) (40%)

Individual written report (3000 words) (60%)

### Preliminary Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital marketing: Strategy, implementation and practice. 6th ed. Harlow: Pearson. ISBN-10: 1292077611

Chaffey, D. and Smith, P. R. (2017). Digital marketing excellence: Planning, optimizing and integrating online marketing. 5th ed. New York: Routledge. ISBN-10: 1138191701

### Synopsis \*

Digital marketing has evolved from a set of tactical actions into a significant element of strategy. This module aims to develop understanding on how organisations can implement digital marketing capabilities into strategic marketing planning.

Topics to be covered are likely to include: Introduction to twenty-first century marketing; The changing micro- and macro-online market environment; Segmentation, targeting and positioning strategies in online markets; Forecasting future online market demands and requirements; E-commerce and online trading; Strategic online customer analysis and management; Strategic alliance and networks; Digital marketing plan establishment; Digital marketing project management and implementation; Corporate social responsibility; New product development.

## 2021-22 Postgraduate Module Handbook

<b>CB9141</b>		<b>Digital Marketing Research</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

### Availability

2018/19

### Contact Hours

24 hours lectures and lab-based seminars

### Learning Outcomes

Demonstrate a systematic and comprehensive knowledge and understanding of core concepts and analytical frameworks in digital marketing research; Critically apply relevant knowledge, skills and creativity in modelling and analysing business and management problem using qualitative and quantitative digital marketing data; Evaluate arguments or propositions and make judgments that can guide the application of appropriate analytical approaches to complex business/management problems in a digital marketing context; Appreciate the ethical issues associated with the digital marketing research process; Critically apply IT to solve complex business and management problems.

### Method of Assessment

Group video presentation (30%)

Individual report (2000 words) (70%)

### Preliminary Reading

Grossnickle, J. and Raskin, O. (2001). Handbook of online marketing research. 1st ed. McGraw-Hill. ISBN-10: 0470710403

Sponder, M. and Khan, G. (2017). Digital analytics for marketing. 1st ed. New York: Routledge. ISBN-10: 0789750309

### Synopsis \*

In day-to-day life, consumers and companies generate large amounts of data all over the web that could provide valuable and useful business insights. Digital marketing research is the process of harnessing the Internet data and putting the data to meaningful use. Digital marketing research provides a link between the consumer and public, through information that is used to identify and define marketing opportunities and problems, to initiate marketing action, and to improve marketing performance. This module aims to provide students with an understanding of the methods used in digital marketing research, and their roles in supporting marketing decisions. The module addresses the stages of the digital marketing research process, from identification of the problems and definition of the research objectives, to the presentation, visualisation and interpretation of research findings.

Topics to be covered are likely to include: Digital marketing research process and contemporary digital marketing topics; Introduction to digital marketing data sources and data collection tools; Qualitative digital marketing data analysis methods; Quantitative digital marketing data analysis methods; Measurement, scaling and online questionnaire design; Introduction to online analytics solutions (e.g., Google analytics); Ethical issues in digital marketing studies.

## 2021-22 Postgraduate Module Handbook

<b>CB9143</b>		<b>Financial Analysis for Decision Making</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Whole Year	M	15 (7.5)	100% Coursework		

### Contact Hours

Contact hours: 36  
Private study hours: 114  
Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a comprehensive knowledge and understanding of finance theories and concepts and their application to a range of decisions, including strategic management and the creation, growth, transformation and performance of firms, considering the risky operating environment.
- Demonstrate advanced knowledge of how to use financial data received so as to generate relevant information that will provide comprehensive guidance for decision-making and responsible management, whilst recognising the limitations of its usefulness.
- Analyse complex data, using a range of financial tools available to support investment appraisal and be able to interpret the implications for decision-making.
- Demonstrate understanding of a range of stakeholders' perspectives
- Structure analyses with respect to organisational goals, including to maximise resources.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Structure, develop and defend complex and original arguments.
- Critically analyse structured and unstructured problems.
- Apply quantitative techniques for solving complex problems within a finance context.
- Communicate effectively, using appropriate formats
- Work effectively in a team environment

### Method of Assessment

Main assessment methods  
Group presentation, 20 min (30%)  
Individual report, 2,000 words (70%)

Re-assessment method:  
100% coursework.

### Preliminary Reading

Atrill, P. & McLaney, E. (2017) Accounting and Finance for Non-Specialists 10th edn., Pearson Education. ISBN 9781292135601

Watson, D and Head, A (2016), Corporate Finance: Principles and Practice, 7th Edition, Financial Times/Prentice Hall. ISBN 9781292103037

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis \*

The module will introduce various tools for conducting financial analyses that will support management decision-making. There will be emphasis on the relevance of each tool in the context of decision-making and assumed objectives. There will be emphasis given to discussions on the interpretations of outcomes, the complex interrelationships involved and the implications of an uncertain decision-making environment.

Although further development of numerical competency is likely to be one outcome of this module it is not a key focus. The module has been designed to capture the financial perspective of Strategic thinking that underlies management decision-making.

The module will include macro and micro focuses for decision-making, as well as considering the necessary adjustments for the risky environments in which managers operate.

<b>CB9144</b>		<b>Global Strategic Management</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework		
1	Canterbury	Spring	M	15 (7.5)	100% Coursework		



**Contact Hours**

Contact hours: 36  
Private study hours: 114  
Total hours: 150

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of areas which are fundamental to the development of successful strategy in the global context and a critical awareness of the macro-economic variables and other aspects of organisational context, structure and culture on global strategy implementation for innovation, creation and growth of new ventures, and sustainable organisational performance.
- Integrate global strategic thinking into the holistic management of a multinational organisation informed by understanding of relevant economic theories and context
- Critically analyse the complexity and the interconnections between various dimensions of multinational enterprises engaged in international activities such as international finance and accounting, international HRM, ethics, sustainability and government-business relations
- Demonstrate an ability to assess the complexities of strategic decision making and effectively play their part in managing resources across national boundaries
- Develop strong ability to construct logical economic arguments as they apply to international strategic decisions

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate effectively to a variety of audiences and/or using a variety of methods
- Problem solve and making decisions through the analysis of problems and identification of appropriate solutions
- Apply critical thinking skills, also when working with complex material and utilise resources effectively
- Scan and organise data, extract meaning from information and share knowledge with others

**Method of Assessment**

Main assessment methods

Group presentation, 25-30 min (20%)  
Individual Report, 3,000 words (80%)

Re-assessment method:

100% coursework

**Preliminary Reading**

- CORE (2020) The Economy, the online, open access textbook, available at: <https://core-econ.org/the-economy/index.html>
- Philips, P. and Moutinho L (2018) Contemporary Issues in Strategic Management, Routledge, New York
- Dicken, P. (2015) Global Shift: Mapping the Changing Contours of the World Economy, (7th edition) New York: Guilford Publications
- Peng, M. (2013) Global Strategic Management, (3rd Edition), South-Western College Publishing
- Mintzberg, H., Lampel, J., Quinn, J. B. and S. Ghoshal (2003) The Strategy Process, (4th edition), Prentice Hall Publishing.
- Rugman, A.M. (ed.) (2009) The Oxford Handbook of International Business, Oxford: Oxford University Press
- Selected articles from Journal of World Business, Global Strategy Journal, Journal of International Business Studies, Strategic Management Journal and Harvard Business Review

**Pre-requisites**

None

**Restrictions**

Only available to MBA students

**Synopsis**

The module will cover a variety of aspects imperative for a strategic analysis at a global level underpinned by economic rationales focusing on the business environment and the way firms interact either as multinational organisations or uni-national organisations that compete with multinationals. It will cover the following areas:

- Globalisation and the global business environment
- Global strategies and their determinants
- The economic rationale for globalisation and international expansion
- Building a global organisation through the successful creation of new ventures
- Risk analysis, country risk, political risk institutional environment and organisational responses
- Non-market strategies
- Ethics and corporate social responsibility in the global context
- Managing strategic Innovation and change

## 2021-22 Postgraduate Module Handbook

<b>CB9146 Global Value Chains, Strategy and Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 24  
Private study hours: 126  
Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of the structure, governance dynamics, and regulatory environment of global value chains
- Critically analyse the techniques of mapping different global value chains through application of real-world industries.
- Demonstrate a conceptual understanding of the economic, social, and environmental implications of GVCs on developing economies through illustration of real-world examples
- Develop a critical awareness of the policy related issues that shape the dynamics and developmental implications of GVCs

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critical thinking and capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- Select, organise, develop and synthesise complex material
- Demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions.
- Plan, work and study independently and to use resources in a way which reflects best current practice and anticipated future practice
- Communicate effectively to a variety of audiences and/or using a variety of methods.

### Method of Assessment

Main Assessment Methods:  
Individual Report, 3000 words. (60%)  
Group presentation (20%)

Reassessment Method:  
100% coursework

### Preliminary Reading

Ponte, S., Gereffi, G., & Raj-Reichert, G. (Eds.). (2019). Handbook on Global Value Chains. Edward Elgar Publishing Ltd.

Coe, N. M., & Yeung, H. W.-C. (2015). Global Production Networks: Theorizing Economic Development in an Interconnected World. Oxford: Oxford University Press

Dicken, P., (2015). Global shift: Mapping the changing contours of the world economy. 7th Edition, New York: The Guilford Press.

Kawakami, M., Sturgeon, T. J., & Ajia Keizai Kenkyūjo (Japan). (2011). The dynamics of local learning in global value chains: Experiences from East Asia. Basingstoke: Palgrave Macmillan.

It is expected that students will engage with key academic articles on global value chains in following journals:

- Journal of International Business Studies
- Journal of World Business
- International Business Review
- Management International Review
- Journal of Economic Geography
- World Development

### Pre-requisites

Business in an International perspective (while beneficial, it is not a compulsory pre-requisite)

### Synopsis \*

This module introduces students to the area of global value chain (GVC) and its implications for different types of business enterprises (multinational enterprises (MNEs), suppliers, small, large), with a special focus on key theoretical and empirical academic publications as well as available datasets. GVCs are transforming the nature of trade, and it has brought both opportunities and challenges for business enterprises around the world. Such an understanding of GVCs is vital for managers to develop optimal relationships with their value chains partners, adapt to changing business circumstances, and make responsible decisions.

## 2021-22 Postgraduate Module Handbook

<b>CB9163 Business Skills and Personal Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	Pass/Fail Only	

### Contact Hours

Workshops – 120 hours  
Private study – 30 hours

### Learning Outcomes

On successfully completing the module students will be able to:

- Analyse and reflect on a range of key business, consultancy, employability, and volunteering skills in the context of personal and transformational leadership development;
- Demonstrate an in-depth understanding of the issues and barriers surrounding responsible management and developing the capacity and innovative mindset to engage with complex change, and sustainability related business issues that affect key stakeholders;
- Critically reflect upon own personal preferences and practice skills allowing for enhanced personal insight into coping with and managing change responsibly;
- Critically evaluate the links between facilitation, personal preferences and group dynamics and transformational leadership.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Research a topic independently to extract and synthesise information from a range of academic and online sources;
- Make informed judgements to distinguish between fact and opinion, what is relevant and what is not and between opposing views based upon conflicting evidence;
- Critically evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- Research, identify, find, record, organise and manipulate knowledge and innovative ideas relevant to the development and management of organisations.
- Demonstrate in-depth numeracy and quantitative skills including the use of models of business situations; business simulations and qualitative research skills;

### Method of Assessment

Main assessment method:

Individual reflective report – 5000 words – pass/fail (80%)

Workshop participation – pass/fail (20%)

Reassessment method:

100% coursework

### Preliminary Reading

Arthur, M., Khapova, S., Richardson, J. (2017) *An Intelligent Career: Taking Ownership of your Work and your Life*, Oxford: Oxford University Press

Gratton, L. and Scott, A. (2016) *The One Hundred Year Life: Living and Working in an Age of Longevity*, London: Bloomsbury

Ibarra, H. (2015). *Act Like a Leader, Think Like a Leader*. Boston, Mass: Harvard Business Review Press.

Horowitz, B. (2015). *The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers*. New York: Harper Business

Kahneman, D. (2012). *Thinking, fast and slow*. London: Penguin

### Pre-requisites

None

### Restrictions

Only available to MBA students

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The Business skills and Personal Development programme provides a firm foundation for continuing managerial development within your chosen career. The programme will help you enhance your business skills, define your career goals and create a personalised career action plan. It also offers you the opportunity to acquire life-skills to attain the jobs that are relevant to your career plan immediately after graduation and in the future.

The module comprises the following activities:

#### Business Skills:

- Consultancy Week
- Business Simulation

#### Personal Development:

- Induction
- 1 to 1 executive coaching
- Careers and Employability, and volunteering events
- International trip
- Guest Speaker Series (in collaboration with various organisations and clubs)

CB9164 Business Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	45 (22.5)	90% Project, 10% Coursework	

### Contact Hours

Total contact hours: 8  
 Private study hours: 442  
 Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Conceptualise a research topic or question on international business and management, design and apply an appropriate research methodology and clearly articulate this within a report.
- Identify and apply advanced tools and techniques to support the report.
- Produce a report in the required format that systematically integrates and communicates knowledge gained from the MSc International Business and Management programme.
- Demonstrate a deep understanding of and competency in their individual international project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate advanced competence in numeracy and quantitative skills including the use of models of business situations and qualitative research skills.
- Conduct critical research into business and management issues.
- Identify, find, record, organise and manipulate and communicate knowledge relevant to the development and management of organisations.

### Method of Assessment

Main assessment methods:  
 Business Report (8000 - 12000 words) (100%)

Reassessment methods:  
 Reassessment Instrument: 100% Project

### Preliminary Reading

Core reading:

Blumberg, B., Cooper, D.R., and P.S. Schindler (2014), Business Research Methods, 4th European Edition. London: McGraw Hill.

Recommended reading:

Bryman, A. and Bell, E. (2012) Business Research Methods, 3rd Edition. Oxford: Oxford University Press  
 Easterby-Smith, M., Thorpe, R. and Lowe, A. (2012). Management Research: An Introduction. 4th Edition, London: Sage.  
 Field, A. (2012). Discovering Statistics Using SPSS. 4th Edition. London: Sage.  
 Fisher, C. (2010). Researching and Writing a Dissertation: An Essential Guide for Business Students, 3rd Edition, London: Prentice Hall.  
 Saunders, M., Lewis, P. and Thornhill, A. (2012). Research Methods for Business Students. 6th Edition. Harlow: Pearson.

### Synopsis \*

This module will enable students to write a high quality Business Report on a management and/ or business related issue which both supports their immediate career objectives.

The module will typically include:

- The Literature Review
- Electronic Literature Searching and On-Line Sources
- Using Literature Effectively
- Research Design
- Writing a Business Report
- Communicating Findings to Different Audiences

## 2021-22 Postgraduate Module Handbook

<b>CB9165 Big Data Analytics and Visualisation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Display conceptual understanding of big data analytics and visualisation techniques.
- Critically evaluate and apply big data techniques using software such as Apache Spark and Python.
- Develop a systematic understanding in order to build and apply skills in big data network analytics, text mining, and social media data mining.
- Demonstrate critical awareness of how managers and executives utilise big data analytics for business value creation by improving their operational, social, and financial performance and create opportunities for new business development.
- Demonstrate a systematic understanding of database management concepts and their connections with big data analytics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work on complex issues associated with big data analytics and business value creation.
- Scrutinize different types of data for solving complex business problems and produce reports to support business planning.
- Systematically, critically, and creatively present findings to both technical and non-technical managers and executives.
- Use computer tools to solve complex practical problems of direct relevance to contemporary business operations and management.

### Method of Assessment

Main assessment methods  
In-Course Test (45 minutes): 20%  
Individual Report (3000 words): 80%

Reassessment methods  
100% coursework

### Preliminary Reading

Specially written reading materials will be provided in lectures and seminars/tutorials. Students will also be required to read academic research papers available through the library (e.g. International Journal of Data Science, Big Data Research, Big Data & Society, Big Data Analytics, MIS Quarterly, Journal of Operations Management). Specific references will be provided at the end of each lecture. Although there are no required texts, the following are recommended.

Lemahieu, W., vanden Broucke, S., Baesens, B. (2018). Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data. Cambridge University Press.  
Kane, F. (2017). Frank Kane's Taming Big Data with Apache Spark and Python. Packt Publishing Ltd.  
Wexler, S., Shaffer, J., & Cotgreave, A. (2017). The big book of dashboards: visualizing your data using real-world business scenarios. John Wiley & Sons.  
Knaflic, C. N. (2015). Storytelling with data: A data visualization guide for business professionals. John Wiley & Sons.

### Pre-requisites

None

### Restrictions

Core module for MSc Business Analytics, optional module for MSc Logistics and Supply Chain Management.

### Synopsis **<span style = "color:red;">\***</span>

This module aims to introduce students to the power of big data analytics and data visualisation techniques in contributing to business value creation. The module will also enable students to solve a variety of complex data centred business problems using computer software tools like Apache Spark and Python.

The module covers two main themes as follows.

1. Theoretical understanding of big data analytics: This part involves learning about the theoretical foundations of big data analytics, text mining, and social media data mining. It also introduces the effective use of data visualisation and database management concepts and their links with big data analytics. Example applications of big data analytics and visualisation techniques discussed within the module will focus on addressing contemporary challenges faced by industry.
2. Building practical skills and managerial insights: In this part of the module, students will learn how to interact with both SQL and NoSQL databases and how to solve business problems using advanced functions within the Apache Spark and Python software platforms. Students will be guided through demonstrations involving a variety of exercises that will prepare them to be data-driven managers and executives capable of utilising big data analytics for business value creation.

CB9166 Big Data Analytics and Visualisation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	

#### Contact Hours

Total contact hours: 30  
Private study hours: 120  
Total study hours: 150

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Display conceptual understanding of big data analytics and visualisation techniques.
- Critically evaluate and apply big data techniques using software such as R and Gephi.
- Develop a systematic understanding in order to build and apply skills in big data network analytics, text mining, and social media data mining.
- Demonstrate critical awareness of how managers and executives utilise big data analytics for business value creation by improving their operational, social, and financial performance and create opportunities for new business development.
- Demonstrate a systematic understanding of database management concepts and their connections with big data analytics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work on complex issues associated with big data analytics and business value creation.
- Scrutinize different types of data for solving complex business problems and produce reports to support business planning.
- Systematically, critically, and creatively present findings to both technical and non-technical managers and executives.
- Use computer tools to solve complex practical problems of direct relevance to contemporary business operations and management.

#### Method of Assessment

Main assessment methods

In-Course Test: 20%

Individual Project (up to 3000 words): 80%

Reassessment methods

100% coursework

#### Preliminary Reading

Specially written reading materials will be provided in lectures and seminars/tutorials. Students will also be required to read academic research papers available through the library (e.g. International Journal of Data Science, Big Data Research, Big Data & Society, Big Data Analytics, MIS Quarterly, Journal of Operations Management). Specific references will be provided at the end of each lecture. Although there are no required texts, the following are recommended.

Lemahieu, W., vanden Broucke, S., Baesens, B. (2018). Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data. Cambridge University Press.

Luke, D.A. (2015). A User's Guide to Network Analysis in R. Springer

Kolaczyk, E.D., Csárdi, G. (2014) Statistical Analysis of Network Data with R. Springer.

Sanders, R.N. (2014) Big Data Driven Supply Chain Management: A Framework for Implementing Analytics and Turning Information into Intelligence. Pearson FT Press.

Danneman, N., Heimann R. (2014) Social Media Mining with R. Packt Publishing.

#### Pre-requisites

None

#### Synopsis \*

This module aims to introduce students to the power of big data analytics and data visualisation techniques in contributing to business value creation. The module will also enable students to solve a variety of complex data centred business problems using computer software tools like R and Gephi.

The module covers two main themes as follows.

- Theoretical understanding of big data analytics: This part involves learning about the theoretical foundations of big data analytics, text mining, and social media data mining. It also introduces the effective use of data visualisation and database management concepts and their links with big data analytics. Example applications of big data analytics and visualisation techniques discussed within the module will focus on addressing contemporary challenges faced by industry.
- Building practical skills and managerial insights: In this part of the module, students will learn how to solve business problems using advanced functions within the R and Gephi software platforms. Students will be guided through demonstrations involving a variety of exercises that will prepare them to be data-driven managers and executives capable of utilising big data analytics for business value creation.

## 2021-22 Postgraduate Module Handbook

CB9167		HR Analytics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to

- Demonstrate an advanced knowledge and understanding of core concepts and analytical frameworks in HR analytics with the aim to influence and shape people and business strategy by aiding strategic decision making.
- Critically identify links between HR analytics and sustainable organisational performance by aligning people data with business intelligence data.
- Critically apply relevant knowledge, skills and creativity in analysing HR data using advanced quantitative techniques.
- Evaluate opportunity costs and/or propositions to build capability within an organisation using evidence based practice
- Demonstrate a practical understanding of model building and problem-solving techniques to support ethical and responsible HR policies using specialised software.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Select and critically apply a variety of problem solving techniques, both autonomously and collaboratively.
- Aiding strategic decision making through applying HR people and business analytics
- Effectively communicate information, arguments and analysis in a variety of forms (e.g. storytelling)
- Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments

### Method of Assessment

Main assessment methods

VLE Test (20%)

Individual presentation – 15-20 minutes (20%)

3000 word individual report (60%)

Reassessment method:

100% coursework

### Preliminary Reading

Bhattacharyya, D. K. (2017). HR Analytics: Understanding Theories and Applications. London: Sage.

Edwards, M. R., & Edwards, K. (2018). Predictive HR Analytics: Mastering the HR Metric. London: Kogan Page Publishers

Marr, B., (2018). Data-Driven HR: How to Use Analytics and Metrics to Drive Performance. London: Kogan Page Publishers

Students are strongly recommended to read as widely as possible, using a mixture of textbooks and journal articles. Support and encouragement of journal article reading is provided through seminar activities.

Students are advised to read from the following journals:

Journal of Applied Psychology; Employee Relations; Human Resource Management Journal; International Journal of Human Resource Management; Personnel Psychology; Psychometrika

### Pre-requisites

None

### Synopsis \*

This module aims to provide an understanding of the importance of HR analytics in practice. It will also ensure that students have hand-on experience to apply current quantitative techniques and tools to a variety of problems encountered in HR. Special emphasis will be given to the analysis of diversity within companies and how HR analytics can contribute to a better understanding on how this relates to performance, retention and the wider organisational climate.

Topics are:

- Introduction to HR Analytics
- HR Systems, Data Databases and their usage
- Diversity Analytics
- Engagement and Workforce Perceptions
- Predicting Employee turnover and performance
- HR analytics – recruitment and selection
- HR Analytics to mentor training and interventions
- Critical HR Analytics – ethical and moral implications for Organisations and Employees



CB9168 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	Pass/Fail Only	

### Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

- BUSN9168 (CB9168): 150

Total study hours: same as private study hours

### Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

### Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

### Preliminary Reading

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

### Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

### Synopsis \*

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

## 2021-22 Postgraduate Module Handbook

<b>CB9169</b>		<b>Industrial Placement Experience</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	45 (22.5)	Pass/Fail Only	

### Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

BUSN9169 (CB9169): 450

Total study hours: same as private study hours

### Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

### Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

### Preliminary Reading

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

### Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

### Synopsis \*

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

## 2021-22 Postgraduate Module Handbook

<b>CB9171</b>		<b>Industrial Placement Experience</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	75 (37.5)	Pass/Fail Only	

### Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

BUSN9171 (CB9171): 750

Total study hours: same as private study hours

### Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

### Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

### Preliminary Reading

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

### Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

### Synopsis \*

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

## 2021-22 Postgraduate Module Handbook

<b>CB9172</b>		<b>Industrial Placement Experience</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	105 (52.5)	Pass/Fail Only	

### Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

BUSN9171 (CB9172): 1050

Total study hours: same as private study hours.

### Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

### Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

### Preliminary Reading

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

### Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

### Synopsis \*

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

## 2021-22 Postgraduate Module Handbook

CB9173		Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- systematically understand fundamental project management tools and techniques for managing projects in both local and global contexts;
- critically analyse contemporary project management issues and employ a range of established and innovative methodologies for adequate project plan, execution and control;
- critically examine common challenges in managing complex projects, with regards to project time, quality and cost, resources, sustainability, stakeholder power, cultural diversity and teamwork.
- analyse risks of projects, develop sustainable contingency plans and set reasonable and achievable deadlines and milestones across different project tasks, considering economic, social, and environmental aspects surrounding a project.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate analytical skills by linking theoretical perspectives to practical situations;
- evidence creativity and originality in selecting and applying appropriate project management techniques for problem formulation and solving;
- communicate effectively using appropriate media for an appropriate audience;
- work and study independently and demonstrate learning through argumentative discussions on project management issues that are current and timely.

### Method of Assessment

Main assessment methods  
VLE Quiz – 60 questions in 60 minutes (50%)  
Individual Report (2000 words) (50%)

Reassessment method:  
100% coursework.

### Preliminary Reading

Burke R, (2018) Fundamentals of Project Management, 2nd edn. Burke Publishing

Cleland, D. L. and Gareis, R. (2006) Global Project Management Handbook: Planning, Organizing and Controlling International Projects, New York: McGraw-Hill

Larson, E.W. and Gray, C.F. (2018). Project Management: the Managerial Process. 7th edn. New York: McGraw-Hill

Lientz, B. and Rea, K (2012) International Project Management, San Diego, CA: Academic Press Elsevier Science

Maylor, H. (2010). Project Management. London: FT Prentice Hall

### Pre-requisites

None

### Synopsis \*

In today's competitive and global economy, companies are turning to project management to consistently deliver business results. Increased number of international and complex projects brings with it a growing demand for project management specialists, according to Project Management Institute (PMI). This module introduces the principles and practice of project management in a global context. The module aims to:

Equip you with project management tools, techniques and management issues, focusing on key challenges that arise from managing complex projects, such as with regards to project time, quality and cost, resource constraints, stakeholder analysis, cultural diversity and teamwork.

Analyse contemporary project management issues and employ a range of established and innovative methodologies for adequate project plan, execution and control;

Critically analyse risks in projects, develop sustainable contingency plans and demonstrate ability to set reasonable and achievable deadlines and milestones across different project tasks with due consideration to economic, social, and environmental aspects surrounding a project.

<b>CB9174 Supply Chain Finance and Blockchain Technology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

**Contact Hours**

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical awareness of the impact that supply chain management decisions have on financial statements of organisations
- Comprehensively understand the cash-to-cash cycle and choose appropriate methods for managing working capital in order to improve efficiency in supply chains;
- Evidence understanding on Blockchain concepts and capabilities for supply chain finance, traceability and transparency;
- Critically evaluate the different supply chain finance options, consider the role of financial service providers and examine the disintermediating potential of Blockchain technology in the flow of cash through supply chains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to independently research a topic to extract and synthesise information from a range of academic and online sources.
- Critically evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- Communicate effectively both orally and in writing using appropriate media for an appropriate audience;
- Demonstrate initiative and personal responsibility in working and studying independently;

**Method of Assessment**

Main assessment methods  
 Group Presentation – 15-20 minutes (20%)  
 Individual Report (2000 words) (80%)

Reassessment method:  
 100% coursework.

**Preliminary Reading**

Hoffman, E., Strewe, M. and Bosia, N. (2018) Supply Chain Finance and Blockchain Technology, Berlin: Springer Nature

Malaket A, (2014) Financing Trade and International Supply Chains: Commerce across borders, finance and across frontiers, London: Routledge Taylor and Francis Group.

Templar, S.; Findlay, C.; Hofmann, E. (2016) Financing the End-to-end Supply Chain: A Reference Guide to Supply Chain Finance, London: Kogan Page.

**Pre-requisites**

None

**Synopsis**

As global supply chains stretch across the globe with buyers from numerous countries on one side and multinational suppliers on the other, corporations are under pressure to unlock the working capital trapped in their supply chains. In this module, we will explore a set of traditional and technology-driven solutions that optimise cash flow by allowing businesses to lengthen their payment terms to their suppliers while providing the option for their suppliers to get paid early, resulting in a win-win outcomes and risk minimisation across the supply chain. The module will cover the following indicative topics:

- Working capital and cash-to-cash cycle approaches as indicators of supply chain efficiency and methods for improving cash flow
- Transitional stages of supply chain finance, its barriers, challenges and opportunities, the new role of financial service providers, supply chain finance options, platforms, costs, benefits and risks
- Blockchain technology and its application in supply chain financing and traceability, through smart contracts, peer-to-peer value exchange, transparent private and public distributed validation.

## 2021-22 Postgraduate Module Handbook

<b>CB9175 Dissertation and Industry-based Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	45 (22.5)	100% Coursework	

### Contact Hours

Total contact hours: 15  
Private study hours: 435  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an advanced in-depth understanding of the issues associated with supply chain management planning, development and implementation.
- Understand the complexity of a real-world problem and select the appropriate methods to be used through appropriate literature review and recent articles in specific areas of logistics and supply chain management.
- Think critically, analyse and evaluate information, and provide possible solution scenarios for further investigation.
- Produce written report that critically explains findings
- Demonstrate a systematic understanding and knowledge of complex statistical, computational tools and packages and/or qualitative and soft skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Carry out an effective literature search using electronic sources such as Web of Knowledge and Google Scholar; accurately summarise the literature sources and critically evaluate their relevance.
- Specify what data they will need to collect to carry out the project and how they will go about obtaining it.
- Demonstrate advanced research skills and understanding of qualitative and quantitative research methods that might be necessary to analyse the data and to solve problems that arise in Supply Chain Management.
- Demonstrate a critical awareness of the ethical issues that may arise during the research.

### Method of Assessment

Main assessment methods

Project Report (8000 – 10000 words) (100%).

Reassessment methods

100% project

### Preliminary Reading

Journal papers and web sites will be used throughout the project

Christopher, M. (2011) Logistics & Supply Chain Management (4th edition), London: Pearson.

Davies, M.B. (2007) Doing successful research project (using qualitative or quantitative methods), Andover: Palgrave

Rushton, P. Croucher P and P. Baker (Eds) (2014) The Handbook of Logistics and Distribution Management: Understanding the supply chain (5th edition), CILT (UK), London: Kogan Page

Saunders, M, Lewis, P and Thornhill, A. (2009) Research methods for business students, (5th edition), Harlow: Prentice Hall

Weyers, J. and McMillan, K. (2007) How to Write Dissertations and Project Reports, Harlow: Prentice Hall

### Pre-requisites

BUSN9960 Logistics and Supply Chain Planning.

BUSN8005 Consultancy, Negotiation and Research Skills

### Synopsis \*

This module provides the opportunity to specialise in a topic of your interest and to develop transferable intellectual and employability skills to enter the logistics and supply chain management job market. Working under the guidance of an academic supervisor, students will be offered the opportunity to work on an industry-based project to solve practical problems that require an application-oriented thinking. The problems are varied and interesting, such as routing and distribution, supply chain systems design, strategic role of procurement within an organisation, warehouse layout optimisation, strategic and sustainable sourcing and marketing decisions, offshoring decisions and evaluation and sourcing from international suppliers, contract management, demand forecasting and bus route network design. Students may opt to contact companies and arrange access themselves to collect relevant primary data or to conduct secondary research using documentary records, case notes, archives and other secondary data sources.

<b>CB9176</b>		<b>Industrial Placement Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

#### Contact Hours

Total contact hours: 0  
 Private study hours: 150  
 Total study hours: 150

#### Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Utilise programme specific skills techniques within an industrial context.
- Demonstrate an in-depth understanding of the challenges involved with working on real-world problems.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

#### Method of Assessment

Main assessment methods  
 Reflective report (3000 words) (100%)

Reassessment methods  
 Like-for-like

#### Preliminary Reading

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

#### Pre-requisites

Co-requisites: one of the following

BUSN9168 (CB9168): Industrial Placement Experience (3 months)

BUSN9169 (CB9169): Industrial Placement Experience (6 months)

BUSN9171 (CB9171): Industrial Placement Experience (9 months)

BUSN9172 (CB9172): Industrial Placement Experience (12 months)

#### Synopsis \*

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the programme. Work will be carried out under the direction of a placement supervisor. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.



## 2021-22 Postgraduate Module Handbook

<b>CB9177</b>		<b>Audit and Assurance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Critically evaluate the concept and functions of auditing and internal control systems
- Demonstrate an in-depth understanding of corporate governance, ethics and professional conduct
- Evaluate audit procedures within audit assignments
- Appraise the nature of the audit report and its limitations
- Explain and be aware of the extending audit horizons in the current business environment
- Appraise and critically review audit risk, audit procedures and audit evidence

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Identify and synthesize complex argument and provide critical insights on conceptual issues
- Analyse, critically evaluate and propose appropriate actions in complex scenarios
- Plan and work independently using various learning resources.
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks using appropriate sources with the minimum of guidance

### Method of Assessment

Main assessment methods  
Individual essay, 2500 words (30%)  
Examination, 3 hours (70%)

Reassessment methods  
Exam 100%

### Preliminary Reading

ACCA (2018). Audit and Assurance-Study Text: Kaplan Publishing UK.

Arens, A.A., Elder, R.J., Beasley, M.S. and Hogan, C.E. (2016). Auditing and Assurance Services, Global Edition, 6th Edition, Harlow: Pearson Education Ltd.

Louwers, T., Blay, A., Sinason, D., Strawser, J. and Thibodeau, J. (2018). Auditing & Assurance Services, 7th Edition, Berkshire: McGraw-Hill Education Ltd.

### Pre-requisites

None

### Synopsis \*

This module introduces and develops the concepts of auditing techniques and other audit assurance engagement.

Topics may include:

- The concept of audit and other assurance engagements
- External audits
- Corporate governance
- Acceptance and continuation of audit engagements
- Assessment of audit risks
- Internal control tests
- Differences between internal audit and external audit
- Audit evidence and procedures
- Reviewing and reporting of audit engagements

## 2021-22 Postgraduate Module Handbook

<b>CB9178</b>		<b>Advanced Corporate Performance Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Apply and critically evaluate a variety of cost and management accounting techniques
- Use both financial and non-financial information to critically evaluate organisational performance
- Critically evaluate divisional performance and the associated problems
- Analyse the performance of non-for-profit organisations and the public sector
- Understand the impact of external uncertainty upon effective application of cost and management accounting techniques
- Identify and apply budgeting techniques and methods for planning and control
- Apply decision making techniques in formulating business decisions
- Understand the complexities of the rationales for efficient and effective use of scarce business resources

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Analyse, synthesise and critically evaluate arguments and evidence
- Undertake research tasks with the minimum of guidance
- Manipulate and interpret complex data to evaluate different types of organisations
- Plan, work and study with minimal supervision
- Communicate effectively to a variety of audiences and/or using a variety of methods

### Method of Assessment

Main assessment methods

Group presentation - 20 minutes (20%)  
Individual report - 1500 words (10%)  
Examination, 3 hours (70%)

Reassessment methods

Exam (100%)

### Preliminary Reading

ACCA (2019). Performance Management – Study Text: Kaplan Publishing Ltd

Drury, C. (2018). Management and Cost Accounting, 10th Edition: Cengage

Seal W., Rohde, C., Garrison R.H. and Noreen, E.W. (2019). Management Accounting, 6th Edition: Mcgraw-Hill Education Ltd.

Merchant, K. A. and Van der Stede W. A. (2017). Management Control Systems: Performance Measurement, Evaluation and Incentives, 4th Edition: Pearson

### Pre-requisites

None

### Synopsis \*

This module provides an in-depth understanding and a critical evaluation of cost and management accounting techniques employed for managerial decision-making and organisational performance evaluation in complex modern organisational contexts. Indicative topics include:

- Sources and managing management accounting information
- Information systems and data analytics
- Cost management techniques
- Decision making techniques and analysis
- Quantitative budgeting systems
- Standard costing, Variance analysis
- Management control and performance analysis in private sector, not-for-profit and public institutions organisations
- Transfer pricing
- Strategic performance management

## 2021-22 Postgraduate Module Handbook

<b>CB9179 Advanced Strategic Financial Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the role and purpose of the financial management function
- Critically evaluate the impact of economic environment on financial management
- Identify, apply and critically evaluate different sources of business finance including working capital management techniques
- Analyse and critically evaluate effective investment appraisals including the techniques of risk management in business
- Critically evaluate the value relevance of management accounting to corporate performance

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Analyse and critically evaluate conceptual problems
- Plan, work and study independently
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks with the minimum of guidance
- Work effectively with others

### Method of Assessment

Main assessment methods:  
Individual report, 2000 words (20%)  
Group presentation (10%)  
Examination, 3 hours (70%)

Reassessment methods:  
Exam (100%)

### Preliminary Reading

ACCA (2019). Financial Management Study Text: Kaplan Publishing UK

Arnold, G. and Lewis, D. (2019). Corporate Financial Management, 6th Edition, London: Pearson Education Ltd

### Pre-requisites

None

### Synopsis \*

This module will develop advanced knowledge and skills in the calculation, analysis and interpretation of financial figures for financial planning, control and decision-making. In this ever-changing world of business, this module will equip students with the required understanding of the different sources of finance and the various avenues through which funds may be deployed efficiently and effectively for higher corporate growth and performance. Indicative topics include:

- raising short and long-term finance
- managing working capital
- making capital investment decisions
- nature and types of risk management
- hedging techniques for foreign currency and interest rate risks.

## 2021-22 Postgraduate Module Handbook

<b>CB9181</b>		<b>Business Law, Ethics and Governance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Identify the main sources of law and demonstrate an in-depth understanding of the important elements of the legal system
- Identify and critically evaluate the appropriate legal rules relating to the law of obligations
- Demonstrate a comprehensive understanding of the different forms and constitutions of business organisations
- Effectively explain and critically evaluate the management, administration and regulation of companies
- Demonstrate a systematic understanding of the problems in corporate governance
- Critically evaluate the main theoretical approaches in corporate governance
- Critically assess the ethical implication of organisational choices in the area of corporate governance
- Demonstrate an in-depth understanding of the cultural and social determinants of governance structure and practices

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Analyse and critically evaluate conceptual problems in complex business scenarios
- Apply complex theoretical frameworks to problem-solve
- Act autonomously and work independently using appropriate learning resources
- Use digital media to analyse, critically evaluate and communicate relevant information effectively to a target audience
- Work constructively with others in a group environment

### Method of Assessment

Main assessment methods

Examination, 2 hours (60%)

Individual report, 2500 words (30%)

Group presentation (10%)

Reassessment methods

Exam (100%)

### Preliminary Reading

ACCA (2019). Corporate and Business Law (English) – Study Text: Kaplan Publishing UK

MacIntyre, E. (2015) Essentials of Business Law. 5th edn. London: Pearson

Roach, L. (2014). Business Law for Business, Accounting & Finance Students. 3rd edn. Oxford: OUP

Solomon, J. (2013). Corporate Governance and Accountability (4th edition), Chichester: Wiley.

Tricker, B. (2015). Corporate Governance: Principles, Policies and Practices (3rd edition), Oxford: Oxford University Press

### Pre-requisites

None

### Synopsis \*

This module introduces theoretical and historical aspects of corporate governance. Topics may also include:

- The theoretical and historical aspects of corporate governance
- The costs and value relevance of corporate governance
- Law and the legal system
- The law of obligations
- The formation of partnerships
- The formation and constitution of corporations and legal personality
- The formation and constitution of a company
- Sources and maintenance of companies capital
- The management of companies including the role and duties of company directors and other officers
- Corporate fraudulent and criminal behaviour

## 2021-22 Postgraduate Module Handbook

<b>CB9182</b>		<b>Principles and Practice of Taxation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Identify and critically evaluate the operation and scope of taxation system
- Critically explain and define the obligations of tax payables and their agents
- Demonstrate an in-depth understanding of the implications of noncompliance
- Compute and analyse income tax liabilities of individuals
- Critically evaluate the implications of national insurance contributions on employees, employers and self-employed
- Compute and analyse chargeable gains for individuals
- Compute and analyse inheritance tax liabilities of individuals
- Compute and analyse corporation tax liabilities of single entities and business combinations
- Compute and analyse the effects of value added tax on incorporated and unincorporated entities

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Identify and synthesize complex argument and provide critical insights on conceptual issues
- Analyse, critically evaluate and propose appropriate actions in complex scenarios
- Plan and work independently using various learning resources
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks using appropriate sources with the minimum of guidance

### Method of Assessment

Main assessment methods:

Individual essay, 2500 words (30%)  
Examination, 3 hours (70%)

Reassessment methods:

Exam 100%

### Preliminary Reading

ACCA (2019). Taxation – Study Text: London, Kaplan Publishing Ltd  
Lymer, A. and Oats, L. (2019). Taxation: Policy and Practice 2019/20, 26th Edition: Fiscal Publications

### Pre-requisites

None

### Synopsis \*

This module will develop advanced knowledge and skills in the calculation and analysis of tax liability including:

- The UK tax system and its administration
- Income tax and NIC liabilities
- Chargeable gains for individuals
- Inheritance tax
- Corporation tax liabilities
- Value added tax (VAT)

## 2021-22 Postgraduate Module Handbook

<b>CB9184 Advanced Financial Accounting and Reporting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Critically evaluate the institutional frameworks and standards
- Critically evaluate the conceptual frameworks for financial reporting
- Critically analyse and interpret final financial statements of both national and multinational corporations including the use of ratio analysis
- Apply the requirements of international accounting standards to account for complex corporate transactions and events in financial statements
- Prepare financial statements for single entities in compliance with International Financial Reporting Standards
- Prepare and present financial statements for business combinations in compliance with International Financial Reporting Standards

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Develop and refine skills in synthesizing information, constructing complex arguments and critically evaluating accounting issues
- Identify and apply appropriate techniques for corporate decision making
- Plan and work independently using various learning resources
- Demonstrate advanced technological ability in acquiring, analysing and communicating effectively on accounting issues
- Communicate accounting information as appropriate for a business audience
- Work effectively in a group environment

### Method of Assessment

Main assessment methods:

Individual Report, 2000 words (20%)  
Group presentation (10%)  
Examination, 3 hours (70%)

Reassessment methods:

Exam (100%)

### Preliminary Reading

ACCA (2019). Financial Reporting (FR)-Study Text: Kaplan Publishing UK.

Elliott B. and Elliott J. (2019). Financial Accounting and Reporting. Pearson Education Ltd

Melville A. International Financial Reporting: A Practical Guide (7th Ed 2019), Pearson. Harlow, Pearson Education Limited

### Pre-requisites

None

### Synopsis \*

This module will develop advanced knowledge and skills in understanding and applying accounting standards and the conceptual framework underpinning financial statement preparation.

Topics may include:

- Conceptual and regulatory frameworks and the qualitative characteristics of useful accounting information
- The concepts and principles of groups and consolidated financial statements
- Non-current assets
- Current assets
- Impairment of assets
- Financial instruments
- Leasing
- Provisions and events after the reporting period
- Taxation
- Reporting financial performance
- Revenue recognition and measurement
- Not-for-profit and public sector accounting
- Computation and interpretation of accounting ratios
- Preparation of single entry financial statements
- Preparation of consolidated financial statements

## 2021-22 Postgraduate Module Handbook

<b>CB9185</b>		<b>Financial and Management Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Demonstrate an in-depth understanding of the purposes, structures and functions of different types of business entities and their interactions with key stakeholders within the external environment
- Understand and critically evaluate the importance of people and team management within business entities
- Recognise the appropriate technologies and systems necessary for effective communication in the accounting and auditing profession
- Demonstrate an in-depth understanding of accounting conceptual frameworks for the preparation and presentation of basic financial statements
- Record transactions and events using double entry and accounting systems and Prepare basic financial statements
- Demonstrate a systematic understanding of the nature, source and role of management accounting information including for planning and control
- Evaluate and monitor business performance with the use of appropriate measurements

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Develop and refine skills in synthesizing information, constructing complex arguments and critically evaluating accounting issues
- Identify and apply appropriate techniques for corporate decision making
- Plan and work independently, and in a group, using various learning resources
- Use information technology to acquire, analyse, and communicate effectively on financial and management accounting issues
- Communicate accounting information as appropriate for a business audience

### Method of Assessment

Main assessment methods:

In-course test (20%)

Group presentation (20%)

Examination, 2 hours (60%)

Reassessment methods:

Exam (100%)

### Preliminary Reading

ACCA (2019). Financial Accounting (FA)–Study Text: Kaplan Publishing UK

ACCA (2019). Management Accounting (FA)–Study Text: Kaplan Publishing UK

Atrill, P. Management Accounting for Decision Makers. (9th Edn. 2018). Pearson Education

Weetman, P. Financial and Management Accounting: An Introduction (8th Ed 2019), Pearson

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module introduces the business environment and the role of accounting. Topics may include:

The business organisation, its stakeholders and the external environment

Business organisational structure, functions and governance

Accounting and reporting systems, compliance, control and technology

The management of individuals and teams, and effective communication

The scope, elements and regulatory framework of financial reports

Qualitative characteristics of accounting information

The recording of transactions and events using double entry and accounting systems

The preparation and interpretation of financial statements

The preparation of simple consolidated financial statements

The nature, source and purpose of management accounting information

Data analysis and statistical techniques

Cost accounting techniques

Budgeting and standard costing in planning and control

Performance measurement



## 2021-22 Postgraduate Module Handbook

<b>CB9186</b>		<b>Agile Project Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate comprehensive understanding of the theoretical perspectives of Agile project management.
- Develop critical awareness regarding the appropriateness and applicability of the Agile principles and techniques.
- Demonstrate innovative, creative and analytical thinking when applying theory to practical scenarios.
- Provide critical evaluation of current research in the field in an application-oriented manner and with academic rigour.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop a creative and systematic approach to decision making and problem solving in complex situations.
- Demonstrate professional and transparent team ethic, which is essential for running successful project.
- Develop an ability to communicate outcomes and solutions to specialist and non-specialist audiences.

### Method of Assessment

Main assessment methods:

Group Project – 2500-3000 words (40%)  
VLE Test 1 (30%)  
VLE Test 2 (30%)

Reassessment methods:

100% Coursework

### Preliminary Reading

Carroll, J. (2015) Agile Project Management with easy steps, (2nd edition), Leamington Spa, Warwickshire

Gruver, G. (2015) Leading the transformation: applying Agile DevOps principles at scale, (1st edition), Portland

Measey, P. (2015) Agile foundations: principles, practices and frameworks, (1st edition), Swindon, United Kingdom

### Synopsis \*

Agile project management is an iterative approach to delivering a project throughout its life cycle, providing innovative solutions in a sustainable manner. This module considers the theoretical perspectives and the application of appropriate principles and techniques with regard to Agile Project Management. The module will consider aspects such as prioritisation and time boxing; controlling an agile project; anticipating and managing risk and building in quality.

## 2021-22 Postgraduate Module Handbook

CB9187 Projects Benefits Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of Benefits Management and Value Management,
- Demonstrate a comprehensive understanding of techniques applicable to the learners' research on Value and benefits management
- Systematically apply Management of Value MoV® on operational environment
- Deal with complex value management issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

- Demonstrate critical thinking and problem solving skills
- Demonstrate a systematic understanding and application of evidence-based decision making
- Deconstruct complex problems
- Demonstrate comprehensive analytical skills by linking theoretical perspectives to practical situations

### Method of Assessment

Main assessment methods:  
VLE Test 30%  
Individual Essay 3000 words (70%)

Reassessment methods:  
100% coursework

### Preliminary Reading

APMG International (2014), Managing benefits: optimizing the return from investments, UK  
Barclay and Osei-Bryson (2015), Strategic Project Management: Contemporary Issues and Strategies for Developing Economies, Taylor and Francis Group, US (Chapter 4, 6, 15 and 17)  
Office of Government (2010), Management of value, Stationery Office; UK ed. edition  
Project Management Institute (2018), Benefits Realization Management: Standard Guide, PMI Publications, US  
Zwikael and Smyrk (2019), Project Management: A benefits Realization Approach, Springer, Switzerland

### Synopsis \*

Benefits management defines benefits, implements the necessary change and ensures the benefits are realised. From an application perspective, this module combines a set of principles, processes and techniques for a student to master and execute when managing projects. This module proposes a definition of value that embraces both monetary and non-monetary benefits, and argues that the subjectivity of value increases the need for it to be actively managed. It provides a method, supported by techniques, for allocating scarce funds as effectively as possible. This module will cover real-life case studies on organisations adopted Benefits Management successfully and less successfully. This module will help candidate to take MoV foundation and Practitioner Exam. This module will cover hands on training on strategic benefits management dashboards for projects (e.g. Wovex and Amplify) and it will equip students with skills to design their own Benefits Management and Management of Value methodologies including their dashboards.

## 2021-22 Postgraduate Module Handbook

<b>CB9188</b>		<b>Project Management Consultancy Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 8  
Private study hours: 292  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes:

- Demonstrate in-depth understanding and originality in the application of knowledge of the different aspects and approaches to Project Management.
- Apply Project Management tools and techniques and tailor the project management principles in accordance with the chosen topic/problem.
- Provide a systematic argument and critical analysis on how specific tools and concepts are utilised and how they relate to the practice of Project Management.

The intended generic learning outcomes:

- Critically evaluate current research and advanced scholarship in the discipline, including methodologies, tools and techniques.
- Demonstrate excellent research skills and a range of qualitative and quantitative research methods that might be necessary to complete the research project.
- Demonstrate excellent writing skills and systematic argument development from research questions to relevant conclusions.
- Demonstrate a comprehensive understanding of the ethical issues that may arise during the research.

### Method of Assessment

Main assessment methods:  
Consultancy Report (90% 8,000-10,000 words)  
Proposal for Report (10% 1,000 words)

Reassessment methods:  
100% coursework

### Preliminary Reading

Davies, M.B. (2014) Doing successful research project (using qualitative or quantitative methods), (2nd edition)  
Basingstoke: Palgrave  
Saunders, M (2019) Research methods for business students, (8th edition) Harlow: Pearson.  
Thomas, G. (2017) How to do your research project: a guide for students, (3rd edition), SAGE

### Pre-requisites

None

### Synopsis \*

This module equips students with in-depth understanding of the different aspects of and approaches to project management. Students learn to apply project management tools and techniques in a systematic and analytical manner to solve practical problems that require an application-oriented thinking. This module prepares students for their respective independent research work in an organisational or industry context to provide a systematic argument and critical analysis and evaluation; and for undertaking management interventions in the workplace to provide innovative and commercially sustainable solutions.

## 2021-22 Postgraduate Module Handbook

CB9189 Project Management Office						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Develop and apply Project Management Methodologies
- Demonstrate the best-practices Project, Programme, and Portfolio Maturity Models
- Demonstrate comprehensive understanding of the control and governance mechanisms to improve organisations competitive advantage
- Demonstrate in-depth understanding of different project management software applications (project, programme, and portfolio)

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate effective evidence-based decision making
- Demonstrate a comprehensive understanding of how to improve creativity and originality in selecting and applying appropriate governance mechanisms for problem formulation and solving;
- Apply the systematic use of latest technologies in the project management field
- Demonstrate Intercultural and ethical competency

### Method of Assessment

Main assessment methods:

Portfolio Assessment report (briefs and final framework) (3000 words) (60%)  
VLE test (40%)

Reassessment methods:

100% coursework (100%)

### Preliminary Reading

Axelos (2013), Portfolio, Programme and Project Offices, 2nd Edition, The Stationery Office Ltd, UK  
Duggal (2018), The DNA of Strategy Execution: Next Generation Project Management and PMO, John Wiley & Sons, UK  
Kerzner (2017), Project Management Metrics, KPIs, and Dashboards: A Guide to Measuring and Monitoring Project Performance, 3rd edition, John Wiley & Sons  
Project Management Institute (2016), Governance of Portfolios, Programs, and Projects: A Practice Guide, PMI Publications, US

### Synopsis \*

Project Management Office (PMO) is a group or department within the organisation whose job it is to define and maintain the standards for project management within that business. This module is aligned with P3O® guidance and gives hands on training on The Portfolio, Programme, and Project Management Maturity Model (P3M3). An advanced Project Management Office may have wide-ranging responsibilities for the setting up and development of the project management function within the organisation and this module will delve into how processes, procedures and other mechanisms are developed, implemented, monitored and communicated to enable the operation of common standards of project management within all projects undertaken by the organisation. This module will help learners to develop their PMOs. Students will study different real life case studies on successful PMOs in different international contexts.

## 2021-22 Postgraduate Module Handbook

CB9191		Project Risk Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify, critically assess and make informed judgements in relation to possible project risks
- Critically evaluate the roles and responsibilities in the risk management process
- Reflect, analyse and evaluate complexity factors in real life project environments
- Demonstrate a systematic understanding of the relationship between risk management and complexity in the project environments

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate creativity and originality in selecting and applying appropriate project risk management techniques for problem formulation and solving;
- Demonstrate communication skills required to manage risk effectively
- Work and study independently and demonstrate learning through argumentative discussions on project risk management issues that are current and timely;
- Demonstrate analytical skills by linking complex theoretical perspectives to practical situations

### Method of Assessment

Main assessment methods:

VLE Test 30%  
2 hour Case study-based exam (70%)

Reassessment methods:

100% examination

### Preliminary Reading

Cooper, Bosnich, Grey and others (2014), Project Risk Management Guidelines: Managing Risk with ISO 31000 and IEC 62198, 2nd edition. John Wiley & Sons; UK  
Hopkin (2018), Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management, 5th edition. Kogan Page: UK  
Office of Government and Commerce (2010 edition), Management of risk: guidance for practitioners, The Stationery Office Ltd, UK  
Project Management Institute (2019), The Standard for Risk Management in Portfolios, Programs, and Projects, PMI Publications, US

### Synopsis \*

Project risk management is the process used by project managers to minimise any potential problems that may negatively impact a project's timetable. This module covers the area of risk management in the strategic, tactical, and operational project contexts. It aims to help learners developing a new project management methodology aligned with Management of Risk (MoR) framework. The module contains essential risk management theory and concepts as applicable to project environments including project risk planning, preparation and response and will combine the professional body of knowledge with the professional and academic case studies applied in the real context. The areas of risk identification, assessment, monitoring and control will also be reviewed. This module is aligned with Management of Risk (MoR) guidance.

## 2021-22 Postgraduate Module Handbook

<b>CB9192 Strategic Portfolio Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
 Private study hours: 126  
 Total study hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- To provide a systematic and comprehensive understanding of the strategy development process and the required governance arrangements
- Select and apply complex Management of Portfolios (MoP) principles, practices and techniques to suit different organisational environments
- Critically evaluate examples of MoP information (including documents and role descriptions)
- Critically analyse and reflect on the solutions adopted in relation to a given scenario.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical thinking and problem-solving skills
- Demonstrate an advanced level of intercultural and ethical competency
- Work and study independently and demonstrate learning through argumentative discussions on the strategic portfolio management issues that are current and timely;
- Demonstrate effective teamwork skills

### Method of Assessment

Main assessment methods:

Group Presentation (15-20 minutes) 30%  
 Individual Reflective Essay (3000 words) 70%

Reassessment methods:

100% coursework

### Preliminary Reading

Barclay and Osei-Bryson (2015), Strategic Project Management: Contemporary Issues and Strategies for Developing Economies, Taylor and Francis Group, US  
 Levine and Wideman (2008), Project Portfolio Management: A Practical Guide to Selecting Projects, Managing Portfolios, and Maximizing Benefits, Jossey-Bass, US  
 Lock and Wagner (2018), The Handbook of Project Portfolio Management (Project and Programme Management Practitioner Handbooks), Routledge, UK  
 Office of Government Commerce (2011), Management of Portfolio, The Stationery Office Ltd, UK  
 Project Management Institute (2018), The Standard for Portfolio Management, 4th Revised edition, US

### Synopsis \*

Strategic Portfolio Management enables senior management to create, define and manage the portfolio of strategic options that best delivers the organisation's vision, balancing short and long term objectives, risks and cost. This module aims to support students with an overview of portfolio management, the principles on which it is based, complex and best-in-practice techniques used, and how to get started and sustain progress. This module addresses the key concepts of portfolio management, its benefits to organisations and how it fits in with the organisation strategy development and implementation. This module is aligned with the Management of Portfolio Professional Certificate and its ethical aspects and will apply a mix of academic and empirical literature with the professional body of knowledge. World class real life case studies will be discussed.

<b>CB9193 MBA Challenge</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework with Pass/Fail Elements	

### Contact Hours

Interactive workshops combined with one to one coaching and supervision and private study and reflection.

Personal Development Challenge: 24 hours  
 Consultancy Challenge: 36 hours  
 Business Start Up Challenge: 36 hours  
 International Challenge: 36 hours  
 MBA Report Supervision: 8 hours  
 Private study and reflection: 160 hours  
 Total: 300 hours

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse and reflect on a range of key leadership, consultancy and employability skills in the context of personal and transformational leadership development.
- Critically reflect upon own personal preferences and practice skills allowing for enhanced personal insight into coping with and managing change responsibly.
- Identify, justify and provide a solution to a problem of relevance to an appropriate business topic, mostly relevant to the underlying main overarching themes of the MBA (i.e. innovation, entrepreneurship, sustainability and CSR, and leadership).
- Critically evaluate and discuss relevant literature, identify and apply advanced analytical tools and techniques appropriately to the chosen topic.
- Undertake a systematic analysis of quantitative and/or qualitative data and draw realistic and appropriate conclusions and make recommendations based on options.
- Produce a report in the required format that integrates and communicates knowledge gained from the MBA.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate and develop personal objectives for academic and career development.
- Critically evaluate their own learning for the development of professional and employability skills.
- Synthesise complex information and make sound judgements to communicate to a range of audiences.
- Demonstrate competence in numeracy and quantitative skills including the use of models of business situations and/or qualitative research skills.

### Method of Assessment

Main Assessment Method:

MBA report (8,000-10,000 words) - 80%

Self-reflection report (2,000 words) - 20%

(Each challenge has a reflective summary of 500 words Pass/Fail which informs the final Self-Reflective report)

Reassessment Method:

Like for Like

### Preliminary Reading

Cottrell, S. (2015), *Skills for success: the personal development planning handbook*, 2nd edition, Basingstoke: Palgrave Macmillan

Davies, M.B. (2014) *Doing successful research project (using qualitative or quantitative methods)*, (2nd edition) Basingstoke: Palgrave

Saunders, M., Lewis, P. (2012) *Doing Research in Business and Management: An Essential Guide to Planning Your Project*. London: Prentice Hall.

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module is a unique capstone module which provides students the opportunity to apply and explore key areas of learning relating to the MBA priorities of developing transformational leadership through sustainable innovation and entrepreneurship.

This is achieved with four MBA Challenges and a final MBA Report:

#### 1. Personal Development Challenge

This challenge runs throughout the student's time on the MBA. It allows students to step back from their busy lives and self-reflect on their current skills, learning preferences and leadership styles and to support their MBA learning journey with the following activities:

- Induction leadership workshop
- One to One Executive Coaching
- Knowledge transfer & Networking opportunities by engaging with the MBA Lecture series and Business Summit events
- Academic mentorship

#### 2. Consultancy Challenge

A week's programme developing consultancy skills and applying these to a live company brief. The students work in a team to provide a solution to the business issue and present recommendations to the organisation. The involvement and commitment of the students adds value to local business owners and students benefit from the opportunity to apply academic and practical skills to real-world situations.

#### 3. Business Start Up Challenge

A week's programme working with our Aspire team and external entrepreneurs to explore and develop a Business plan for a new business/new business development within a current role/industry.

#### 4. International Challenge

This is the opportunity to work with our European Business connections to explore the practicalities of doing business in Europe and working with International organisations. The week involves workshops and seminars, cultural visits and an international consultancy project to develop consultancy skills further

#### 5. MBA Report

This final report provides the opportunity for students to diagnose and investigate a complex issue related to their interests, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations. It requires reflection on the implications for business/health and social care from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.

There are three options for the MBA report:

1. Consultancy report (problem),
2. Analyst report (company or sector overview)
3. Entrepreneur's report (business plan).

The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of report writing skills. It requires reflection on the implications for organisations from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.



## 2021-22 Postgraduate Module Handbook

<b>CB9194</b>		<b>Algorithmic Trading</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Project, 30% Coursework	

### Contact Hours

- Total contact hours: 35
- Private study hours: 115
- Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the advanced concepts and theory within the field of finance and financial technology, and their application to a company's financial decisions
- Apply the research methodologies required to test and evaluate complex finance models
- Demonstrate an in-depth knowledge and understanding of theoretical and practical aspects of algorithmic trading in financial markets
- Demonstrate knowledge and understanding of up-to-date empirical literature in the fields of algorithmic trading and investing
- Apply complex quantitative and statistical methods on financial data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Interpret complex financial data and perform quantitative analysis
- Interpret and systematically evaluate the results obtained from quantitative analysis
- Demonstrate and apply in-depth problem-solving skills
- Analyse complex issues relevant to companies' financial decisions
- Conduct systematic research in the area of finance and financial technology

### Method of Assessment

Main assessment methods:

- Individual report - 1,500 words (30%)
- Individual research project – 3,000 words (70%)

Reassessment methods:

- Individual research project (100%)

### Preliminary Reading

- E. Chan, "Algorithmic Trading: Winning Strategies and their Rationale", 2013, Wiley, ISBN: 9781118746912
- I. Aldridge, "High-Frequency Trading: A Practical Guide to Algorithmic Strategies and Trading Systems", 2009, Wiley, ISBN: 9780470579770
- P. Kaufman, "A Guide to Creating a Successful Algorithmic Trading Strategy", 2016, Wiley, ISBN: 9781119224754

### Synopsis \*

This module will provide students with a core understanding of algorithmic trading, and specifically how to develop and implement quantitative trading strategies. The module will cover the following indicative topics

- High-frequency trading and tick data
- Backtesting and automated execution
- Mean reversion strategies
- Momentum strategies
- Arbitrage strategies
- Risk management
- Performance evaluation

## 2021-22 Postgraduate Module Handbook

<b>CB9195</b>		<b>Financial Technology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

- Total contact hours: 36
- Private study hours: 114
- Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the advanced concepts and theory within the field of finance and financial technology, and their application to a company's financial decisions
- Demonstrate knowledge and understanding of complex theoretical and practical aspects of key areas of finance and financial technology
- Demonstrate systematic knowledge and understanding of up-to-date empirical literature in the fields of finance and financial technology
- Demonstrate an in-depth knowledge and understanding of financial systems and the technology that supports them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Apply theories to complex practical and theoretical problems
- Demonstrate advanced problem-solving skills
- Analyse important issues relevant to companies' financial decisions
- Conduct research in the area of finance and financial technology

### Method of Assessment

Main assessment methods:

2 hour examination (70%)

Individual report – 2000 words (30%)

Reassessment methods:

Exam (100%)

### Preliminary Reading

- N. Pedersen, "Financial Technology", 2020, KoganPage, ISBN 9781789665437
- S. Chishti and J. Barberis, "The FINTECH Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries", 2016, Wiley, ISBN 9781119218876R.
- Freedman, "Introduction to Financial Technology", 2006, Elsevier, ISBN 9780123704788

### Synopsis \*

This module will provide students with a core understanding of Financial Technology applications, and specifically how a wide range of disruptive innovations are reshaping the financial system. Particular emphasis will be placed on understanding how banks and other financial institutions can benefit from using these technologies. The module will cover the following indicative topics

- Introduction to FinTech
- Payments, cryptocurrencies and blockchain
- Digital finance
- New forms of lending and crowdfunding
- Data and technology in financial services
- The role of artificial intelligence and machine learning

## 2021-22 Postgraduate Module Handbook

<b>CB9196</b>		<b>Programming for Finance in Python</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

- Total contact hours: 35
- Private study hours: 115
- Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the advanced concepts and theory within the field of finance and financial technology, and their application to a company's financial decisions
- Apply the research methodologies required to test and evaluate complex finance models
- Demonstrate knowledge and understanding of complex theoretical and practical aspects of key areas of finance and financial technology
- Demonstrate systematic knowledge and understanding of up-to-date empirical literature in the fields of finance and financial technology
- Apply quantitative and statistical methods on financial data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Interpret complex financial data and perform quantitative analysis
- Interpret and comprehensively evaluate the results obtained from quantitative analysis
- Demonstrate advanced problem-solving skills
- Analyse important and complex issues relevant to companies' financial decisions
- Conduct in-depth research in the area of finance and financial technology

### Method of Assessment

Main assessment methods:

- Individual Report – 2000 words (30%)
- Individual Research Project – 3000-3500 words (70%)

Reassessment methods:

100% coursework

### Preliminary Reading

- Y. Hilpisch, "Python for Finance", 2nd edition, 2018, O'Reilly, ISBN 9781492024330
- S. Fletcher and C. Gardner, "Financial Modelling in Python", 2010, Wiley, ISBN 9780470747896
- Y. Hilpisch, "Derivatives Analytics with Python: Data Analysis, Models, Simulation, Calibration and Hedging", 2015, Wiley, ISBN 9781119037996
- M. Dawson, "Python Programming for the Absolute Beginner", 3rd edition, 2011, Cengage, ISBN 9781435455009

### Synopsis <span style = "color:red;">\*/span>

This module will introduce students to Python, a programming language that has become the industry standard. Students will learn how to use Python in order to conduct financial and econometric analysis. Particular emphasis will be placed on programming for specific financial applications such as portfolio optimization, asset valuation, and derivatives pricing.

Indicative topics include

- Data types and structures
- Input/output operations
- Data visualization
- Summary statistics
- Regression
- Optimization
- Valuation and risk
- Derivatives

<b>CB921</b>		<b>Advanced Spreadsheets and Decision Support Systems</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
 Private study hours: 114  
 Total study hours: 150

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Appreciate the nature of modelling and how real-world systems may be represented in mathematical form and realised on a computer.
- Determine when a realistic problem is in non-standard form and represent it quantitatively using a computer.
- Use the quantitative and statistical facilities of industry-standard spreadsheet software.
- Build spreadsheet models for the analysis of real-world problems using the approaches and methodology of Operational Research.
- Undertake analyses of practical problems using the VBA programming language.
- Build decision support systems for efficient decision making in complex situations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate technical results effectively to both technical experts and non-specialist managers.
- Work effectively in groups in order to analyse a complex problem, share work efficiently and produce well-coordinated presentational material.
- Write a project report based on the use of computer tools to solve a realistic management problem, incorporating suitable presentational and graphical devices.
- Use computer tools to solve practical problems of direct relevance to management.
- Use creativity and independent thinking in building models to analyse complex situations.

### Method of Assessment

Main assessment methods

Assignment - Group Spreadsheet Modelling (2000 words) (40%)

Assignment – Developing VBA Support System (40%)

VLE VBA Test (20%).

Reassessment method:

100% coursework

### Preliminary Reading

Albright, S.C. (2015) VBA for Modellers: Developing Decision Support Systems Using Microsoft Excel. 5th Edn. Pacific Grove, CA: Duxbury Press.

Hillier, F.S. (2013) Introduction to Management Science: A Modelling and Case Studies Approach with Spreadsheets. 5th Edn. New York: McGraw-Hill.

Savage, S.L. (2002) Decision Making with Insight. Pacific Grove, CA: Duxbury Press.

Winston, W.L. (2003) Operations Research: Applications and Algorithms, 4th Edn. Pacific Grove, CA: Duxbury Press.

### Pre-requisites

None

### Synopsis \*

The aim of this module is to enable students to use spreadsheets (Microsoft Excel) to structure, analyse and solve a variety of business problems. It will also provide the students with a basic knowledge of Visual Basic for Applications (VBA) as a means to automate Excel functionalities and create user-friendly applications.

The module will cover two main topics:

- Spreadsheet Modelling. This part will involve learning about modelling techniques to represent the real world in a structured and logical way; how to use basic and advanced spreadsheet facilities to organize, visualise, query and summarise data; how to use spreadsheets to analyse and solve managerial problems in a variety of organisations (e.g. scheduling, forecasting, inventory, optimisation, financial analysis, and project management problems).
- Visual Basic for Applications. In this part of the module, students will learn how to take their Excel abilities to the next level by wrapping their spreadsheet models into friendly applications for the end users. Through guided demonstrations, students will develop a variety of applications, including financial, logistics and business management applications.

The module will be subject to continual refinement to ensure the content is kept relevant to industry's usage of spreadsheets.

## 2021-22 Postgraduate Module Handbook

<b>CB924</b>		<b>Heuristic Methods</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Whole Year	M	10 (5)	100% Coursework	
4	Hong Kong Baptist University	Whole Year	M	10 (5)	80% Exam, 20% Coursework	

### Contact Hours

Lectures and Seminars: 32 hours total

### Learning Outcomes

Develop models of problems for which Classical Optimisation or Heuristic Optimisation may be suitable techniques. Analyse such models and hence solve problems.

### Method of Assessment

Examination (80%) and Coursework (20%) comprising one component: an 2000 word essay.

### Preliminary Reading

- Aarts, E. and Lenstra, J. K. (1997). Local Search in Combinatorial Optimisation, Wiley-Interscience.
- Glover, F. and Laguna, M. (1997). Tabu search, Kluwer Academic Publishers.
- Reeves, C. R. (1995). Modern Heuristic Techniques for Combinatorial Problems, Blackwell Scientific.
- Winston, W. L. (2004). Operations Research: Applications and Algorithms (4th ed.), ITP-Duxbury, Belmont.

### Pre-requisites

None

### Synopsis \*

Mathematical formulation of the structured OR problems: logical and continuous variables, model building, scope and limitations of a model, interpretation of models, and their practical applications. Computational Complexity of combinatorial optimisation problems. Solutions to combinatorial optimisation problems.

Heuristics: a brief history and definition; need for heuristics; advantage and disadvantage of heuristics; computational complexity (polynomial reducibility, NP-completeness, worst case analysis, probabilistic analysis, empirical analysis); classification of heuristics (constructive, local search improvement, composite procedures, decomposition and relaxation procedures, mathematically based heuristics); meta-heuristics (simulated annealing, tabu search, genetic algorithms and neural networks). We also discuss the design of each type of heuristics, analysis of algorithms and provide examples.

## 2021-22 Postgraduate Module Handbook

<b>CB927 Heuristics &amp; Optimisation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Lectures: 22

Seminars: 10

Total: 32 hours

### Learning Outcomes

On successful completion of this module students should be able to use a variety of scientific approaches to build and solve models for a range of practical management problems.

### Method of Assessment

Examination (70%) and coursework (30%) comprising 2 components: a written assignment on optimisation (15%) and a written assignment on heuristics (15%).

### Preliminary Reading

Key Text: W.L.Winston (2004), Operations Research: Applications and Algorithms (4th ed.), ITP-Duxbury, Belmont.

C.R.Reeves (1995), Modern Heuristic Techniques for Combinatorial Problems, Blackwell Scientific.

F.Glover and M.Laguna (1997), Tabu Search, Kluwer Academic Publishers.

V.J.Rayward-Smith et al (1996), Modern Heuristic Search Methods, Wiley.

E.Aarts and J.K.Lenstra (1997), Local Search in Combinatorial Optimisation, Wiley-Interscience.

### Synopsis \*

The aim of the module is to give students further expertise in advanced management science techniques and provide students with certain advanced solution methods for a wide range of quantitative management problems.

The module will cover:

- Optimisation (6 weeks): Constrained Optimisation, Unconstrained Optimisation, Numerical Methods.
- Heuristics (6 weeks): Formulation of special IP models and applications, Classical heuristics and their classification, Metaheuristics.

<b>CB932 Operations Management and Digital Transformation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate comprehensive understanding of operations management theories and techniques and how operations are being transformed by digital technologies.
- demonstrate creativity and originality in applying a variety of techniques and analysis frameworks to make informed decisions on operations strategy and lead digital transformation in businesses.
- systematically employ different approaches to operations design and effectively contribute to the organisation's objectives
- comprehend the challenges of operations management to leverage the principles of Industry 4.0 to drive efficiency into the creation and delivery of products and services.
- through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendations for operations design, delivery and development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-direction and originality in tackling and solving problems
- work and study independently and demonstrate learning through argumentative discussions on operations management theory and practice
- demonstrate integrative capability to negotiate and co-ordinate or eventually lead a team of multifunctional individuals.
- demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions.
- critically evaluate and interpret information from a variety of sources to formulate and support a well-reasoned and structured line of argument;

### Method of Assessment

Main assessment methods:

Group Presentation (20%)

Individual written report (2000 words) (80%).

Reassessment method:

100% coursework

### Preliminary Reading

Cordon, C., Garcia-Milà, P., Vilarino, T. F., Caballero, P. (2016), Strategy is Digital: How Companies Can Use Big Data in the Value Chain, Springer

Hill, A. and Hill, T. (2017), Essential Operations Management, Palgrave Macmillan

Ustundag, A and Cevikcan, E. (2018), Industry 4.0: Managing The Digital Transformation, Springer

### Pre-requisites

None

### Synopsis \*

The operations management function has always been of vital importance in a wide variety of organisations and industries whether manufacturing- or service-oriented, public or private, small or large. With the rise of Industry 4.0, managers are expected to continuously optimise operations to enable even faster, more flexible, and more efficient processes to create and deliver higher-quality goods and services at reduced costs. This digital revolution means that operations managers need to be prepared to face extraordinary levels of complexity and competitive pressures. Indicative topics include:

1. Provide with fundamental knowledge in operations management and understanding of how operations are being transformed by digital technologies, such as Blockchain, IoT, Big data, Cloud computing, driverless vehicles and 3D printing.
2. Inform and debate how operations management can deliver real competitive advantage by managing and leading digital transformation in businesses
3. Discuss the challenges of operations management to leverage the principles of Industry 4.0 to drive efficiency into the creation and delivery of products and services

## 2021-22 Postgraduate Module Handbook

<b>CB933</b>		<b>Strategic Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Evaluate market opportunities and develop strategic and tactical responses.
- Critically assess and evaluate the application of marketing concepts, models and theories
- Critically analyse the use of marketing mix tools for the purposes of marketing planning.
- Critically assess contemporary issues in marketing to formulate actionable marketing strategies.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Communicate effectively both orally and in writing
- Work under their own initiative.
- Identify, critically analyse and address both academic and practical problems.
- Critically formulate a considered outline of a logical case/argument.

### Method of Assessment

Main assessment methods

Individual Case Study/Report (3000 words) (80%)  
Mid- term quiz (20%)

Reassessment method:  
100% coursework

### Preliminary Reading

Core Text:

Hartley R. (2009), Marketing Mistakes and Successes, 11th edition, Chichester: Wiley

Hooley, G., Piercy, F., and Nicolaud, B. (2012). Marketing Strategy and Competitive Positioning. 5th Edition. New York: Prentice Hall

Kotler P, Armstrong G. (2012), Principles of Marketing, 14th Edition (or earlier), London: Pearson

Kotler P, Keller K, Brady M, Goodman M, Hansen T (2012) Marketing Management, 2nd European Edition, New York: Pearson Prentice Hill. ISBN: 9780273743613.

### Pre-requisites

None

### Synopsis \*

Topics are:

- Marketing planning
- The market: understanding and analysing the marketing environment
- Segmentation, targeting and positioning
- Marketing research
- Understanding customers and buyer behaviour
- The organisation: marketing strategy and ethics
- The marketing mix (goods and services)
- New product development
- Marketing communications
- Pricing
- Marketing channels
- Contemporary issues in marketing



## 2021-22 Postgraduate Module Handbook

<b>CB934</b>		<b>Global Strategy</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically compare and contrast the main conceptual strategy frameworks.
- Apply these frameworks appropriately to complex global strategy formulation, implementation and evaluation.
- Demonstrate a comprehensive understanding of the complexity of global strategy value creation formation.
- Demonstrate a systematic understanding of contemporary issues in global strategic management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate and evidence effective negotiation skills
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Address complex problems in a structured and logical way.
- Demonstrate critical thinking around the subject area of global strategic management

### Method of Assessment

Main assessment methods

Multiple Choice Test (20%)

Group Case Analysis (3000 words) (20%)

Examination, 3 hour (60%)

Reassessment method:

100% Exam

### Preliminary Reading

The core text for this module is:

Phillips, P. and Moutinho, L. (2018). *Contemporary Issues in Strategic Management*, Routledge, Oxon, ISBN 978-1-138-93964-6, 295 pages

Students are recommended to follow up the further readings and references from the core text.

Richard P. Rumelt (2017). *Good strategy, bad strategy: the difference and why it matters*, Profile Books Ltd. London ISBN 978 1 78125 6176

### Pre-requisites

None

### Synopsis \*

The Global Strategy module has two main learning components:

- Acquiring theory and concepts in global strategy and value creation in today's dynamic environment.
- Application of theory and concepts to the formulation, implementation and evaluation of global strategy.

The aim is to critically examine and provide insights into the practice and process of strategic management within a variety of private and public sector organisations globally.

This course is designed to allow students to develop their skills of strategic analysis and their ability to think about the selection and implementation of appropriate strategies in different industry and geographic contexts and in different types and styles of organisations, including non-profit and public sector organisations.

Indicative topics may include:

- What is Strategy, and Why is it Important?
- The Context of Global Strategy and Value Realisation
- Competitive Global Strategy and Strategic Choices
- Business models
- Digital Strategy
- Contemporary Issues in Strategic Management

## 2021-22 Postgraduate Module Handbook

<b>CB935 Organisational Behaviour and HRM: A Global Perspective</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of organisational processes relevant for their employment in a variety of work settings internationally.
- Critically analyse key aspects of organisational behaviour and human resource management in different business, corporate and international settings.
- Demonstrate a critical understanding of the key concepts, theories, policies and procedures that are commonly used by organisations worldwide in managing human resources.
- Demonstrate a critical understanding of the link between HRM strategies and policies and the broader issues of organisational performance and the business environment in different organisational settings.
- Demonstrate in-depth knowledge that the management of people is a function and task of all managers, not only personnel specialists.
- Critically assess current issues in organisational behaviour and human resource management globally.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake in-depth research into sources of academic data (journals, on-line databases etc.).
- Critically engage with academic and practitioner literature.
- Critically analyse case studies.

### Method of Assessment

Main assessment methods  
Individual essay - 3000 words (80%)  
Group Presentation (20 %)

Reassessment methods  
100% coursework

### Preliminary Reading

Robbins & Judge (2019): Organizational Behavior, Global Edition, 18 E, ISBN – 9781292259239  
Reiche, Harzing, and Tenzer (2019): International Human Resource Management, 5th Edition, ISBN - 9781526426970  
Eden, L., & Gupta, S. F. (2017). Culture and context matter: gender in international business and management. Cross Cultural & Strategic Management.

### Pre-requisites

None

### Synopsis \*

This module provides an insight into the key concepts and theories of human resource management and organisational behaviour in an international context. It aims to equip students with the skills and knowledge for gaining an in-depth understanding of the links between HRM practices and organisational performance and the factors at play when managing employees globally.

Indicative topics are:

- Strategic management and International HRM
- Diversity and Equal Opportunity in the Workplace
- Gender in International Business and Management
- Managing a Global Workforce
- Organisational Culture Reward Management: International comparisons
- Expatriate Assignments and Adjustment Process
- Globalisation and HRM
- International Compensation

## 2021-22 Postgraduate Module Handbook

<b>CB936 Business in an International Perspective</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify the main differences between domestic business and business in an international perspective;
- review the main implications of globalisation on countries, companies and consumers;
- define and explain main concepts in international business such as "multinational corporation", "internationalisation process";
- recognise the major ideas and theories from international business and apply these to selected real world cases;
- identify the main screening tools in choosing a target market for internationalisation;
- review the main modes of entry in a foreign market, their advantages and disadvantages and the factors that influence the choice of one mode or another;
- identify and explain the role and impact of international organisations on international business;
- analyse the connections between the various dimensions of international business activity such as international finance, international trade, government-business relations, international HRM and international operations;
- use the analytical tools provided in analysing data and making decisions for practical issues such as: choosing an entry mode into a country, choosing the marketing strategy for a certain product in a given market;
- discuss and evaluate contemporary issues in international business such as the impact of terrorism on international business, the impact of trade wars on multinationals, the recent failures of corporate governance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- negotiate and work with peers;
- work under own initiative;
- work with others;
- take a synoptic view of business;
- address problems;
- present a logical case/argument

### Method of Assessment

Main assessment methods  
VLE Test (20%)  
Group Report (2000 words) (20%)  
Examination, 3 hours (60%).

Reassessment method:  
100% exam

### Preliminary Reading

Ball, D.A., McCulloch W.H., Geringer, J.M, Minor M.S., McNett, J.M. (2008) International Business: The Challenge of Global Competition, 11th edition, London: Irwin McGraw-Hill

Cavusgil, S.T., Knight, G. and Riesenberger, J.R. (2008) International Business. Strategy Management, and the New Realities, Upper Saddle River, NJ, Pearson Prentice Hall,

Daniels, J.D. and Radebaugh, L.D. (2011) International Business: Environments and Operations, 13th edition, Upper Saddle River, NJ, Pearson Prentice Hall,

Dicken, P. (2011). Global Shift. 6th edition. London: Sage

Griffin, R.W and Pustay, W. (2010) International Business, Upper Saddle River, NJ, Pearson Prentice Hall

Hill, C. (2011) International Business. Competing in the Global Market, 8th edition, London: Irwin McGraw-Hill

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The aims of the module are to:

- Develop an appreciation of the complexity and diversity associated with doing business internationally.
- Provide an overview of the major theories and concepts which have been developed by academics and practitioners in order to understand the international business arena.
- Offer some practical solutions to the problems faced by the international business community.
- Derive insights which will enable students to effectively play part in managing resources across national boundaries within their organisation, at present or in the future.

Business in an International Perspective is an exploration of an area that is highly topical within the practice of management and scholarly research. The chances are high indeed that, at some time during their career, today's MSc graduates will work for an international organisation, an international market research company or a multinational enterprise. The notion of purely domestic organisation is becoming more and more difficult to substantiate. The module adopts an analytical and critical perspective to the somewhat prescriptive literature which is associated with this contentious problem area.

The topics addressed in this module will include:

- International business and international trade theory
- Cultural factors and their impact on business, including human resource management
- Risk analysis, country risk and the consequences for trade and investment
- Government-business relations and market regulation
- International organisations and international business: GATT/WTO and multilateral trade issues
- The world financial environment and the multinational finance function: foreign exchange markets, business implications of exchange rate changes
- Corporate social responsibility and the impact of international business on various stakeholders

## 2021-22 Postgraduate Module Handbook

<b>CB937 International Accounting for Decision Making</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an in-depth understanding of the link between business and accounting in an international context and the principles upon which accounting is based
- Critically evaluate the relationship of financial reporting to the management process
- Understand the role, relevance and responsibilities of the various parties in the corporate governance process
- Analyse and critically evaluate the financial statements of global corporations and the management of their cash cycle
- Demonstrate an in-depth understanding of the differences between financial accounting and management accounting
- Demonstrate a systematic understanding of relevant costs and benefits for decisions (both short and long term) in multinational companies
- Demonstrate an in-depth understanding of internationally recognised budgeting practices and their managerial role

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Select, organise, develop and synthesis complex material
- Plan, work and study independently
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks with the minimum of guidance
- Work effectively with others

### Method of Assessment

Main assessment methods

Individual Assignment - Financial Statement Analysis (1500 words) (70%)

Group Report - The Balanced Scorecard – (3000 words) including an individual reflective account (300 words) (30%).

Reassessment method:

100% coursework

### Preliminary Reading

Gowthorpe, C., (2018) Business Accounting and Finance (4th Ed) Cengage

Collier, P. M., (2015) Accounting for Managers (5th Ed) Wiley Publishing

### Pre-requisites

None

### Synopsis \*

The module provides a basic understanding of how accounting information can be used to interpret the financial position and performance of a business in an international scenario. It will also develop key skills in relation to how accounting information can inform planning and control decisions in multinational companies. The key principles and international standards upon which financial accounting is based and the form and content of the main financial statements prepared by different types of businesses, with a focus on public limited companies will be studied. The importance of corporate governance in modern businesses and the financial situation and performance of a global corporation by means of ratio analysis will be analysed as well as the importance of cost information for decision making purposes. This module covers the key internationally recognised management accounting techniques that modern businesses use for short-term and long-term decision making.

Indicative areas of the syllabus include:

- Concepts underpinning accounting systems and financial statements
- The construction of the primary financial statements and their interpretation and evaluation
- Classification and behaviour of costs and their use in short-term and long-term decision making
- Responsibility accounting systems and performance appraisal measures, including the balanced scorecard and budgeting

## 2021-22 Postgraduate Module Handbook

<b>CB941 Strategic People Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 36  
Private Study: 114  
Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- Critically assess and evaluate the key concepts, theories, policies and procedures that are commonly used by organisations in managing diverse stakeholder groups.
- Critically identify the links between HRM strategies and policies and the broader issues of innovation, creation and growth of new ventures, sustainable organisational performance and the business environment in differing organisational settings, including international HRM.
- Critically evaluate the roles of non-HRM specialists in the management of people
- Develop a systematic understanding of the organisational processes relevant for employment of people in a variety of work settings
- Develop a systematic understanding of ethical and responsible approaches to people management

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Critically analyse and solve problems systematically and creatively
- Self-manage work in a complex and interdisciplinary context
- Develop the ability to learn through critical reflection on practice and experience
- Be self-aware, identify areas for self-improvement and generate solutions autonomously
- Communicate effectively both orally and in writing

### Method of Assessment

Main assessment methods  
Group presentation, 15 min (20%)  
Individual report, 3,000 words (80%)

Reassessment methods  
100% coursework.

### Preliminary Reading

Henderson, I. (2017) Human Resource Management for MBA and Business Masters. London: Kogan Page.

Kramar, R. and Syed, J. (2017) Human Resource Management: A Global and Critical Perspective. Basingstoke: Palgrave MacMillan.

Truss, C., Mankin, D. and Kelliher, C. (2012) Strategic Human Resource Management. Oxford: Oxford University Press.

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis **<span style = "color:red;">\***

The focus of the module is on the strategic aspects of managing people within an organisational context. Specifically, the module will focus on the following key topic areas:

Human resource management, strategy, and corporate performance  
Managing and motivating individual and group performance  
Employee engagement, involvement and participation  
Managing diversity  
Employee resourcing  
Employee relations  
Job and work design  
Organisational design and development  
Individual development and careers  
Managing knowledge and talent in organisations  
Ethical and sustainable approaches to people management

## 2021-22 Postgraduate Module Handbook

<b>CB942 Accounting and Financial Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Lectures & Seminars 36

Independent study 114

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate an in depth understanding of the relationship between business and accounting
- 2 Critically examine the principles upon which financial accounting is based and their relationship to the management decision making process
- 3 Demonstrate an in depth understanding of the role, relevance and responsibilities of the various parties in the corporate governance process
- 4 Debate the current issues in finance and accounting including ethics, social responsibility and sustainability
- 5 Critically analyse corporate financial statements
- 6 Critically evaluate the management of medium and long-term finance
- 7 Examine the impact of merger and acquisition activity on financial reporting

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Select, organise, develop and synthesis complex material
- 2 Plan, work and study independently
- 3 Communicate effectively both orally and in writing
- 4 Undertake research tasks with the minimum of guidance

### Method of Assessment

This module has (30%) Coursework and (70%) Examinations

### Preliminary Reading

- \* Atrill, P. and McLaney, E. (2014) Accounting and Finance: An Introduction (7th Ed) Harlow: Pearson
- \* Atrill, P. and McLaney, E.(2013) Accounting and Finance for Non-Specialists (8th Ed), London: FT Prentice Hall
- \* Collier, P. M.(2012) Accounting for Managers (4th Ed) Chichester: Wiley Publishing

### Synopsis \*

A synopsis of the curriculum

The focus of the module is on the nature and purpose of accounting and its management interface within an organisational context. Specifically, the module will focus on the following key topic areas:

- \* Concepts underpinning accounting systems and financial statements
- \* The construction of the primary financial statements for any business entity
- \* The regulatory framework of financial reporting
- \* Corporate governance and the role of the stakeholders in the process
- \* The annual report and accounts of public limited companies
- \* The analysis and interpretation of financial statements including budgetary planning and cost control
- \* The impact of medium and long-term finance on the financial statements
- \* The management of long-term finance and risk

## 2021-22 Postgraduate Module Handbook

<b>CB943 Operations Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 36  
Private study hours: 114  
Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an in-depth understanding of the main issues in the management of operations in local and global context
- Demonstrate a comprehensive understanding of the current roles of operations managers within an international, complex, and constantly changing context
- Apply operations management concepts, techniques and tools successfully.
- Critically identify the links between Operations Management concepts, techniques and tools and the broader issues of innovation, creation and growth of new ventures, and sustainable organisational performance
- Develop a systematic understanding of ethical and responsible approaches to Operations management

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Demonstrate complex problem solving and decision making skills
- Demonstrate comprehensive research and critical thinking skills
- Learn through reflection on practice and experience
- Work and study independently and in groups, and utilise resources effectively
- Demonstrate comprehensive communication and report writing skills

### Method of Assessment

Main assessment methods  
Group presentation, 20 minutes (20%)  
Examination, open book, 2 hours (80%)

Re-assessment method:  
100% examination

### Preliminary Reading

Nigel Slack, Alistair Brandon-Jones, Robert Johnston (2016). Operations Management (Pearson, 8th Edition)

Greasley, A., (2009/2013). Operations Management 2nd or 3rd Ed., John Wiley and Sons.

Meredith JR. and Shafer, SM., (2009). Operations Management for MBAs (4th Ed), John Wiley and Sons.

Johnston, R. and Clark, G., (2012). Service Operations Management, 4th Ed, FT Prentice Hall.

Nigel Slack, Stuart Chambers, Robert Johnston, Alan Betts, (2012). Operations and process Management: principles and practice for strategic impact. (3rd edition), Prentice Hall.

### Pre-requisites

None

### Restrictions

Only available to MBA students



## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The focus of the module is to look at the importance of customer orientation, its strategic and operational role in gaining competitive advantage together with the interrelationship between operations and marketing. The module will focus on the following key topics:

The management of processes in:

- \* Services
- \* Manufacturing

Key processes in operations management, including:

- Fitting operations into the organisation's strategy
- Competing through operations
- New Product and process design and analysis
- Supply network design and performance
- Capacity management
- Quality Improvement towards excellence
- Project management
- Sustainable operations management
- The application of information technology in operations

### CB944 Strategic Marketing and Communication

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 36  
Private study hours: 114  
Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically appraise the role of marketing, marketing for innovations and especially communications (including digital marketing ones) in sustaining organisational success in a variety of global market and business environments.
- Identify and critically evaluate marketing data and marketing information sources and interpret their impacts on strategic and operational marketing for innovation decisions and strategic communication issues.
- Discriminate between local and global complex and dynamic market environments and be able to systematically analyse marketing opportunities including customer analysis, competitor analysis and analysis of marketing investments and innovative marketing (including digital marketing) approaches and marketing for innovation solutions.
- Critically assess, and draw selectively from, the toolkit of marketing concepts and analytical frameworks in order to formulate marketing strategies and implementation plans with an emphasis on strategic communications, CSR and sustainability.
- Develop creative and sustainable marketing and digital marketing for innovation solutions to sustainability challenges as part of a team.
- Defend and justify proposals for marketing plans and actions, which are suitable for board level discussion and aim at further growth, transformation and performance of firms and industries.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Effectively and efficiently work in senior management groups and teams
- Demonstrate advanced research skills in the business and management area
- Systematically apply critical thinking skills to provide solutions at senior level to organisational strategic marketing and strategic communication problems
- Analyse complex problems and identify appropriate solutions in the field of strategic marketing and strategic communication problems
- Work and study independently and demonstrate learning through reflection on marketing and communication (including digital marketing) senior managerial practice and experience
- Demonstrate advanced communication and report writing skills at senior management level

### Method of Assessment

Main assessment methods:  
Group presentation -20-25 mins (20%)  
Individual report – 3000 words (80%)

Reassessment method:  
100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

Kotler, P., Keller, K. L., Brady, M., Goodman, M., & Hansen, T. (2019). Marketing management (4th European ed.). Harlow: Pearson Education.

Chaffey, D. (2019). Digital marketing. Pearson UK.

### Pre-requisites

None

### Restrictions

Only available to MBA students

### Synopsis \*

The curriculum aims at providing the students with the latest thinking and practice in strategic marketing and communications, with a particular twist on marketing of innovation, and growth and sustainable performance of firms.

Topics will typically include:

- Company marketing analysis and planning
- Segmentation, targeting, positioning and marketing mix
- Product/services, branding and product packaging decisions
- Brand/product and market portfolios and positioning of individual brands/products
- Rejuvenating the Product/Brand Portfolio, new product development /elimination decisions
- Distribution issues
- Market research methods/approaches. Deciding on innovation/new product attributes
- Consumer behaviour theories and relevant topics including CSR and responsible management
- Strategic Communications - Integrated communications strategy and particularly digital marketing communications and applications
- Risk and marketing communications: Transparency, trust, risk/ hazards, crises and their management
- Stakeholders and stakeholder management and Critical Systems Heuristics

## 2021-22 Postgraduate Module Handbook

<b>CB945 Contemporary Issues in Strategic Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Learning Outcomes

On completion of this module students will be able to:

- Outline and critique the major perspectives on the conduct of strategy.
- Explain and use the most common tools of strategic analysis.
- Demonstrate an understanding of, and ability to assess the complexities of strategic decision making.
- Appreciate the nuances of the effect of organisational context on strategy development and implementation.
- Gain an understanding of the specific characteristics of global strategies.

### Method of Assessment

Examination (60%) and coursework (40%) comprising a group report.

### Preliminary Reading

Ireland, R D, Hoskisson, R E and Hitt M (2009) The Management of Strategy, South-Western, 8th edition, Cengage Learning.

Witcher, B. J. & Chau, V. S. (2010) Strategic Management - Principles and Practices, South-Western, Cengage Learning.

Johnson, G., Scholes, K., & Whittington, R. (2008) Exploring Corporate Strategy (8th Edition). London: FT Prentice Hall

Grant, R. (2010). Contemporary Strategy Analysis (7th Edition). Oxford: Blackwell Publishing

Mintzberg, H., Lampel, J., Quinn, J. B. and S. Ghoshal (2003) The Strategy Process, (4th edition), Prentice Hall Publishing.

Barney, J.B. (2007) Gaining and Sustaining Competitive Advantage, 3rd Edition, Pearson Prentice Hall, ISBN 0131470949

Bowman, C. and Asch, D. (1996) Managing Strategy, Macmillan, ISBN 0333608887

### Synopsis \*

The aims of the module are:

- To review critically current theories and frameworks of strategic management.
- To apply these approaches to a variety of organisations, industry contexts and markets.
- To examine the relevance of strategic management thinking to practitioners.

The module content will include:

#### Part One: Core Theory

- Defining strategy
- Strategy process and strategic objectives
- Determinants of strategy – external and internal environment
- Business level strategy
- Corporate level strategy

#### Part Two: Global level strategies

- Defining global strategy
- Determinants of global level strategy – external and internal environment

#### Part Three: Strategy Implementation and Development

- Organizing
- Strategic control and leadership

## 2021-22 Postgraduate Module Handbook

<b>CB946</b>		<b>International Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Learning Outcomes

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

- Understand international business theories and apply these to real world cases.
- Analyse the complexity and the interconnections between various dimensions of multinational enterprises engaged in international activities such as international finance, government-business relations and international HRM.
- Define the various ways MNEs are organised in response to their external environment and relate them with different structures of the MNE networks of subsidiaries.
- Effectively play their part in managing resources across national boundaries within their organisation, either now or in the future.

### Method of Assessment

Coursework (100%) comprising a group presentation (20%) and a report (80%).

### Preliminary Reading

Key Text: Dicken, P. (2011) *Global Shift: Mapping the Changing Contours of the World Economy*, 6th Edition, London: Sage Publications.

Rugman, A.M. and Brewer, L. (eds.) (2003), *The Oxford Handbook of International Business*, Oxford University Press, Oxford (Available online via the Templeman Library website: <http://library.kent.ac.uk/library/online/archs.shtml>).

Bickerstaffe, G. (ed.) (1998), *Mastering Global Business: The Complete MBA Companion in Global Business*, Financial Times-Pitman, London.

### Synopsis \*

The aims of the module are:

- To analyse the complexity and diversity of the international business environment.
- To evaluate major trade and foreign direct investment theories and concepts.
- To investigate the modern multinational enterprise, its evolution and investigate the subsidiary mandates.
- To offer practical solutions and policy design to the problems faced by the international business community.

The module content will include:

- Introduction - The Global Environment
- International Trade and Foreign Direct Investment Theories
- Location, Risk Analysis and Multinational Enterprises
- Gaining Global Competitiveness
- Global Finance - Integration in Global Markets
- Cross Cultural Management
- Technology and Innovation in International Business
- Corporate Social Responsibility and International Business
- Multinational Enterprises and Economic Development
- Foreign Direct Investment and Governments

## 2021-22 Postgraduate Module Handbook

<b>CB950 Personal Skills Development MSc Suite</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	15 (7.5)	100% Project	

### Contact Hours

Lectures and Seminars: 12

Tutorials: 12

Total: 24 hours

### Learning Outcomes

By the end of the module students will have acquired skills that enable them to: develop students' research and generic study skills to enable them better to benefit from a Master's programme in business and management; develop students' personal and management skills to enable them better to benefit from a Master's programme in business and management; identify required personal development after completion of the programme in the light of their career objectives; enable students to construct a personal development plan linked to their career ambitions

### Method of Assessment

100% project of 5000-7000 words

### Preliminary Reading

S. Cameron (2008) *The MBA Handbook: Study Skills for Postgraduate Management Study*, 6th Ed, Pearson Education, Harlow

J A Sharp, J Peters and K. Howard (2002), *The Management of a Student Research Project*, 3rd Ed. Gower.

### Pre-requisites

None.

### Synopsis \*

This module aims to provide students with a range of generic skills to i) benefit fully from the Master's programme in business and management, and ii) identify needed personal development after completion of the programme in light of career objectives. Specifically, on the module you will learn a series of generic skills of relevance to your Master's programme, and of relevance to future employment. The module will lead to the submission of a Management Skills report which will support your personal development and future career through critical self reflection of key skills.

## 2021-22 Postgraduate Module Handbook

<b>CB951 Business Report MSc Suite</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	30 (15)	100% Project	
4	Canterbury	Whole Year	M	30 (15)	90% Project, 10% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 276  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify an appropriate business topic on which to write the report.
- Identify and apply appropriate tools and techniques to support the report.
- Produce a report in the required format that integrates and communicates knowledge gained from the MSc International Business and Management programme.
- Gain a deeper understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate competence in numeracy and quantitative skills including the use of models of business situations, qualitative research skills.
- Conduct research into business and management issues.
- Identify, find, record, organise and manipulate and communicate knowledge relevant to the development and management of organisations.

### Method of Assessment

Main assessment methods

Proposal (750 – 1000 words) (10%)

Business Report (6000 - 8000 words) (90%)

Reassessment method;

100% Project

### Preliminary Reading

Blumberg, B., Cooper, D.R., and P.S. Schindler (2008), *Business Research Methods*, 2nd European Ed, McGraw Hill.

Cottrell, S. (2003) *"Skills for Success: The Personal Development Planning Handbook"*, Palgrave

Bryman, A. and Bell, E. (2006) *"Business Research Methods"*, Oxford University Press

Hussey, J. and Hussey, R. (1997) *"Business Research: A Practical Guide for Undergraduate and Postgraduate Students"*, Palgrave

Sharp, J., Peters, J. and Howard, K. (2002) *"The Management of a Student Research Project"*, 3rd ed. Gower;

Weyers, J. and McMillan, K. (2007) *"How to Write Dissertations and Project Reports"*, Prentice Hall

### Pre-requisites

None

### Synopsis \*

This module will enable students to write a high quality Business Report on a management and/ or business related issue which both supports their immediate career objectives and satisfies the examination requirements first time.

The module will typically include:

- Business Reports
- The Literature Review
- Electronic Literature Searching and On-Line Sources
- Using Literature Effectively
- Research Design
- Introduction to Research Methods: Including observational research, surveys, experiments and qualitative research
- Writing a Business Report
- Communicating Findings to Different Audiences

## 2021-22 Postgraduate Module Handbook

<b>CB952 Integrated Marketing Communications</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	80% Project, 20% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate systematic understanding of marketing communications theories and concepts;
- deploy techniques to advertise new products to the market based on a case study;
- write a Marketing Communications Plan which integrates the advertisement into a comprehensive new-product launch campaign;
- integrate the theory-based marketing decisions with budget management, operational planning, group management and decision-making;
- critically evaluate marketing communications tools using a variety of case studies;
- apply the theory to develop analytical and decision-making skills in marketing communications applications;
- set and prioritise marketing communications outcomes and prepare plans for the achievement of these outcomes in the light of available resources;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills;
- exercise personal responsibility and decision-making;
- work with others people from different cultural backgrounds;
- analyse and synthesise marketing communication issues;
- identify and critically analyse topics in marketing communications;
- communicate effectively to a variety of audiences and/or using a variety of methods

### Method of Assessment

Main assessment methods  
Group presentation (20%)  
Individual report (4500 words) (80%).

Reassessment method:

100% coursework

### Preliminary Reading

Fill, C. and Turnbull, S. (2019) Marketing Communications: touchpoints, sharing and disruption, 8th ed, London, Pearson.  
Pickton, D. and Broderick, A. (2005) Integrated Marketing Communications, 2nd ed., London, Prentice Hall.  
D. Chaffey, F. Ellis-Chadwick (2019) Digital marketing: strategy, implementation and practice, 7th ed, Harlow, Pearson.

### Pre-requisites

BUSN9330 Marketing

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The module examines the main methods of marketing communications. Strengths and weakness of marketing communications channels will be analysed as well as their suitability and effectiveness. The module systematically evaluates the principles, methods and strategies of marketing communications. The role of message content, format and source will be discussed as well as psychological processes involved in consumers' processing of and response to advertising. The module will discuss how different marketing communications platforms can be combined to reach specific objectives.

Indicative topics are:

- The communications process
- Advertising
- Strategy and media planning
- Image, brand management and packaging
- Direct marketing
- Digital and interactive media
- Sales promotion, merchandising and point of sale
- Public relations and corporate identity
- Exhibitions, trade shows, product placement and sponsorship
- Personal selling and sales management
- The implications of digital marketing communications are included in the above topics



## 2021-22 Postgraduate Module Handbook

<b>CB953 International Marketing Strategy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand international markets' socio-economic, legal and technological conditions;
- identify international market trends and consumer preferences in different cultural and socio-economic environments;
- recognise and appraise appropriate frameworks and concepts suited to the formulation of marketing strategies for international contexts;
- develop and evaluate alternative marketing programmes to suit specific international marketing contexts;
- understand the cultural and ethical issues of marketing activities in different countries;
- develop the ability to conduct an international marketing audit to evaluate market potential.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- think critically and creatively about opportunities emerging in international markets;
- collect, organise and summarise relevant information from secondary data sources;
- organise, analyse information gathered individually and/or in collaboration with other colleagues and write a business report or an academic essay demonstrating an understanding of marketing strategies in international market contexts;
- communicate to an audience of peers a business report or academic essay of topics in international marketing;
- recognise and summarise the concepts, processes and institutions relevant to international marketing of goods and/or services;
- assist and cooperate and coordinate with other individuals in learning and discussion activities.

### Method of Assessment

Main assessment methods

MCQ Test (30%)

Group Presentation (20%)

Individual report (3000-3500 words) (50%).

Reassessment method:

100% coursework.

### Preliminary Reading

Doole, I., Lowe, R. and Kenyon, A. (2016) International Marketing Strategy. 7th edition Andover (UK), Cengage Learning

Ghauri, P. and Cateora (2010) International Marketing, 3rd European Edition, Maidenhead (UK). McGraw-Hill Higher Education

Hollensen, S. (2017). Essentials of Global Marketing, 7th Edition. Harlow: Pearson.

Keegan, W. J., and Green, M. C. (2011) Global Marketing 6th edition, Harlow: Pearson

Academic articles from the Journal of Marketing, Journal of International Marketing, International Marketing Review, Harvard Business Review

### Pre-requisites

BUSN9330 Marketing

#### Synopsis \*

This module will combine lectures and seminars to present, transfer, discuss and summarise international marketing concepts and frameworks. Specifically the module will cover the following topics:

- Analysis of socio-economic and cultural conditions in international markets
- Marketing research and intelligence
- Identification of International segments and niche markets
- Alternative international market entry methods
- Corporate and business ethics in international contexts
- International marketing mix strategies

## 2021-22 Postgraduate Module Handbook

<b>CB964 The Fundamentals of Corporate Finance &amp; Investment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Learning Outcomes

- To show the importance of investment analysis within a corporate environment of uncertainty.
- To explain the financial system in which enterprises operate.
- To demonstrate understanding of investment analysis within an environment of uncertainty.
- To show the importance of structuring corporate finance.

### Method of Assessment

Examination (60%) and coursework (40%) comprising a written assignment.

### Preliminary Reading

The recommended textbook is Brealey R, Myers S and Allen F, Principles of Corporate Finance. McGraw Hill. 10th edn. ISBN 9780071314176

For those with no finance background an excellent book is Watson, D and Head, A (2004), Corporate Finance: Principles and Practice, 5th Edition, Financial Times/Prentice Hall, ISBN: 9780273734086

### Synopsis \*

The study of finance concerns investment, financing and distribution decisions. This module considers some fundamentals of these aspects from the perspective of a management environment. It begins by considering the impact of risk on investment appraisal. This theme is continued with the analysis of possible diversification via Portfolio Theory which is then further developed to the consideration of a Pricing Model.

The financing of an investment opportunity can significantly influence its viability and future potential. Students will consider the characteristics of and some valuation approaches to various sources of finance. In addition, participants will be introduced to the Capital Structure debate and its implications for management decision-making.

The module provides understanding of the financial market environment in which companies operate. Various aspects of the efficiency of financial markets and some of the implications thereof are investigated. Students are made aware of and will contribute to the consideration of problems faced by corporations when operating within a stock market. The module further develops analytical skills via the application of valuation models to a range of finance sources.

## 2021-22 Postgraduate Module Handbook

<b>CB966</b>		<b>Business Simulation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Spring	M	15 (7.5)	100% Coursework	
7	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 33

Private study hours: 117

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Recognise the types of business and organisational problems that can be appropriately formulated and analysed using stochastic simulation.
- Demonstrate an in depth understanding of the simulation modelling process. This includes conceptual modelling; model coding; experimentation and calibration of models; validation and verification and implementation.
- Build realistic simulation models using industry-standard software and acquire a systematic understanding of the flexibility that simulation based approaches provide managers in terms of dealing with risk and other real-world complexities.
- Demonstrate an understanding of alternative simulation paradigms such as Monte Carlo Simulation and the alternative modes of simulation (e.g. Expert Mode versus PartiSim).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate originality in model building, problem-solving, and numerical analysis skills to solve complex problems.
- Use advanced computer tools to solve practical problems of direct relevance to business planning.
- Communicate findings to both specialist and non-specialist audiences in a clear, yet rigorous manner.

### Method of Assessment

Main assessment methods

Queuing Theory Exercises: 20%

In-Course Test (45 minutes): 20%

Simulation Modelling Report (up to 2500 words): 60%

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Law, A.M. (2015) Simulation Modeling and Analysis, (5th Edition) McGraw-Hill

Pidd, M. (2004) Computer Simulation in Management Science. Chichester: John Wiley & Sons.

Robinson, S. (2014) Simulation: The Practice of Model Development and Use (2nd Edition). London: Palgrave Macmillan.

### Pre-requisites

None

### Synopsis >

The aim of the module is to give students hands-on experience in using industry-standard simulation modelling software in order to structure and solve complex and large-scale managerial decision problems.

The module will cover the following indicative topics.

Discrete-event simulation: Core theory of discrete-event simulation will be covered, including a review how to incorporate randomness into a simulation, and input and output analysis. This will be supplemented with practical training in how to build and run simulation models using commercial software. Example applications will be drawn from a variety of sectors, such as manufacturing/production, transportation, healthcare, and other service industries (e.g. banking, retail, customer service).

## 2021-22 Postgraduate Module Handbook

<b>CB969</b>		<b>Business Statistics with Python</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
5	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

- display conceptual understanding of the nature of data analysis and probability modelling.
- critically evaluate managerial problems that can be framed as data analysis problems.
- perform advanced statistical analyses and communicate results in written reports.
- demonstrate effective use of the R statistical package.

The intended generic learning outcomes

On successfully completing the module students will be able to:

- deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences.
- demonstrate self-direction and originality in tackling and solving problems through research design, data collection, analysis, and reporting.
- demonstrate effective use of statistical software

### Method of Assessment

Main assessment methods:

In-course Test 1 (45 minutes): 20%  
In-course Test 2 (45 minutes): 20%  
Individual Assignment (up to 2500 words): 60%

Reassessment method:

100% coursework.

### Preliminary Reading

Weiss, N.A. (2014) *Introductory Statistics*, 10th Edition. London: Pearson Education. (ISBN: 978-0321989178)

Anderson, D.R., Sweeney, D.J., Williams-Rochester, T.A. (2015) *Statistics for Business and Economics*, 12th Edition. London: Pearson Education. (ISBN: 978-1285846323)

Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E. (2010) *Multivariate Data Analysis*, 7th Edition. New York: Prentice Hall. (ISBN: 978-0138132637)

Keller, G., Warrack, B. (2014) *Statistics for Management and Economics*, 9th Edition. Andover: Duxbury Press. (ISBN: 978-1265425450)

### Pre-requisites

None

### Synopsis \*

The aim of this module is to enable students to apply basic statistical inference methods for tackling real-world business questions and equip them with basic knowledge of the R statistical programming package.

The module covers two indicative areas:

1. Business Statistics: Students will learn about descriptive analysis of quantitative data, focusing mainly on how to effectively summarise data, and inferential analysis of quantitative data, which includes identifying key properties of a given dataset, deriving point and interval estimates, hypothesis testing, correlation analysis, and simple linear regression.
2. Python programming package: This will cover the Python programming language and introduce students to basic and more advanced concepts within Python, as well as how to use Python for performing statistical data analyses.

## 2021-22 Postgraduate Module Handbook

<b>CB986</b>		<b>Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	45 (22.5)	100% Project	

### Contact Hours

Total contact hours: 8  
Private study hours: 442  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

- Identify a dissertation topic relevant to Business Analytics. Provide an introduction that clearly identifies the objectives of the dissertation and places it in context; and, provide an appropriate title.
- Select an appropriate Business Analytics technique applicable to the dissertation topic and represent it in a mathematical or structured form (develop a model).
- Provide a critical analysis of the results obtained from the model and develop a coherent, properly structured and extended argument from the analysis undertaken that justifies conclusions of relevance to practitioners.

The intended generic learning outcomes

On successfully completing the module students will be able to:

- Carry out an effective literature search, particularly refereed journals; accurately summarise the literature sources identified and critically evaluate them, and, collect primary and secondary data appropriate to the dissertation topic.
- Learn research skills and a range of qualitative and quantitative research methods that might be necessary to analyse the data
- Be aware of the ethical issues that may arise during the research.
- Produce a dissertation report that shows the ability to write acceptable English, which conforms to commonly accepted standards for reports, and whose standard of presentation is appropriate to a business report

### Method of Assessment

Main assessment methods

Dissertation (8000-10000 words) (100%).

Reassessment method:

100% Project.

### Preliminary Reading

Davies, M.B. (2014) Doing successful research project (using qualitative or quantitative methods), (2nd edition)  
Basingstoke: Palgrave

Saunders, M., Lewis, P. (2012) Doing Research in Business and Management: An Essential Guide to Planning Your Project. London: Prentice Hall.

Saunders, M, Lewis, P and Thornhill, A. (2016), Research methods for business students, (6th edition) Harlow: Pearson.

Weyers, J. and McMillan, K. (2011) (2nd edition) "How to Write Dissertations and Project Reports", London: Prentice Hall

### Pre-requisites

None

### Synopsis \*

This module allows students to put into practice the knowledge and skills gained in the other modules on the MSc Business Analytics. Working under the guidance of an academic supervisor and possibly with a company, students solve practical problems that require an application-oriented thinking. The problems are varied and interesting, such as analysing marketing campaigns, ranking credit risks, optimising capital investments, forecasting sales trends, simulating patient flow through hospitals and extracting patterns from large datasets.

## 2021-22 Postgraduate Module Handbook

<b>CB990 A Systems Approach to Managing Complexity</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Learning Outcomes

On successful completion of the course, participants should:

- Have gained a general understanding of basic systems concepts, particularly the distinctions between hard systems and soft systems approaches.
- Be familiar with Soft Systems Methodology (SSM) and several other systems approaches.
- Understand ways in which methodologies can be combined for greater effectiveness.
- Have a critical awareness of the different circumstances in which these methodologies may be applicable in practice.

### Method of Assessment

100 Coursework comprising 2 components: a group project and presentation (20%) and an individual written report of 3000 words (80%).

### Preliminary Reading

Key Text: Rosenhead, J. and Mingers, J. (ed) (2001), *Rational Analysis for a Problematic World Revisited*, Wiley.

Also a good introduction to systems thinking is: Capra, F. (1997). *The Web of Life. A New Synthesis of Mind and Matter*, London, Flamingo Q175.

Bryson, J., F. Ackerman, C. Eden, C. Finn (2004) *Visible Thinking: Unlocking Causal Mapping for Practical Business Results*, Chichester, Wiley.

Checkland, P. (1999) *Systems Thinking, Systems Practice: Includes a 30-Year Retrospective*. Chichester, Wiley Q295.

Checkland, P. and J. Scholes (1990) *Soft Systems Methodology in Action*. Chichester, Wiley Q295.

Checkland, P. and J. Poulter (2006) *Learning for Action: A Short Definitive Account of SSM and its use for Practitioners, Teachers and Students*. Chichester, Wiley.

### Synopsis \*

The world in which we live is becoming increasingly complex. This is manifest in both in the speed of change that we face, and in the increasing inter-connectedness of areas that we manage. A further facet of this complexity is the plurality of viewpoints and values with which we have to deal.

One particular discipline - the systems approach - has developed explicitly in response to the complexity of the world. It leads us to view the world systemically or holistically rather than linearly. It is not purely academic, but a very practically oriented discipline which has developed a number of different methodologies that aim to help managers improve the problematic situations with which they have to deal.

This module covers basic systems concepts, a range of practical methodologies, and some of the process skills necessary for their use.

<b>CB996 Logistics and Supply Chain Planning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the complexity and dynamics of the different logistics and supply chain management activities, by identifying, analysing and deconstructing problems and improvement opportunities;
- demonstrate a comprehensive understanding of the suitable quantitative and qualitative approaches used in logistics systems and supply chain and provide means of solving real-world problems;
- evidence critical understanding of how supply chain management theories and techniques can be applied in practice for competitive advantage.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions;
- demonstrate integrative capability to negotiate and co-ordinate or eventually lead a team of multifunctional individuals;
- write technical reports and give oral presentation individually and in groups on supply chain using real life case studies;
- use computer software such as Excel solver for modelling to systematically analyse the impact of each supply chain function decision on the overall performance.

### Method of Assessment

Main assessment methods

- Individual Mini Project (1000 words) (20%)
- Group presentation – 10-15 minutes (5%)
- Group Report Part 1 (1000 words) (15%)
- Individual Report Part 2 (2000 words) (60%)

Reassessment method:

100% coursework.

### Preliminary Reading

Chopra, S. and Meindl, P. (2014) Supply Chain Management: Strategy, Planning and Operations (6th edition) London: Pearson

Christopher, M. (2012) Logistics and Supply Chain Management, London: Prentice Hall

Rushton, A., Croucher, P., and Baker, P. (Eds) (2017), The Handbook of Logistics and Distribution Management (6th edition) CILT (UK), London: Kogan Page

### Pre-requisites

None

### Synopsis \*

This module will cover the design, planning, execution, control, and monitoring of supply chain activities, such as supplier relationship, production, inventory, transportation and demand management. Strategic questions regarding efficiency versus responsiveness will be addressed with the objective of creating net value, building competitive strategies, leveraging worldwide logistics and synchronizing supply with demand. The module will equip students with appropriate methods that are adopted in practice.

The module will be given in two parts with indicative topics to include:

- An overview of logistic systems and supply chain management, the various activities involved, the main supply chain drivers, responsiveness vs. efficiency, pull versus push strategies and global supply chain management strategies.
- Appropriate techniques to enhance the efficiency and responsiveness of supply chain activities, including the distribution design and planning (e.g., where to locate facilities and how to transport goods), the inventory control (to guarantee high customer service levels) and the forecasting activity (to plan operations capacity levels).

<b>CB997 Business Decision Modelling</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Total contact hours: 44  
Private study hours: 106  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a comprehensive understanding of quantitative models for decision making.
- demonstrate conceptual understanding of how complex real-world systems can be represented in mathematical form.
- exhibit a systematic knowledge of some classic business, management, and industry problems, formulate them mathematically, and solve them
- demonstrate an ability to deal with various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations
- implement such models using industry-standard software and perform analyses to support business planning and management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- independently apply their model building, problem-solving and numerical skills to solve complex business/management/industry problems.
- demonstrate an ability to select the most appropriate technique for a particular business/management/industrial problem.
- independently analyse the outcome of a model and present their findings in a clear yet rigorous manner.

### Method of Assessment

Main assessment methods

VLE Test 1: 20%

VLE Test 2: 20%

Written Report (1500-2000 words): 60%

Reassessment methods

100% coursework

### Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A. and Martin, R.K. (2008). An Introduction to Management Science: Quantitative approaches to decision making (12th edition). Mason, Ohio: Thomson South Western

Hillier, F.S and Lieberman G.J. (2001). Introduction to Operations Research (7th edition), Boston: McGraw Hill

Reeves, C.R. (1995) Modern Heuristic Techniques for Combinatorial Problems. New York: Blackwell Scientific.

Williams, H.P. (1990) Model Building in Mathematical Programming. New York: Wiley.

Williams, H.P. (1993) Model Solving in Mathematical Programming. New York: Wiley.

Winston, W.L. (2004). Operations Research: Applications and Algorithm (4th edition). Belmont: ITP-Duxbury

### Pre-requisites

None

### Synopsis \*

The aim of this module is to introduce students to optimisation modelling and solution techniques, typical applications areas within strategic/operation business planning, and the use of commercial optimisation software.

The module covers the following topics:

- Linear Programming: Students will be introduced to the building blocks of optimisation (i.e. decision variables, objectives, constraints), how to mathematically formulate linear programming (LP) models, LP solution techniques, sensitivity analysis (e.g. range of optimality reduced costs, dual prices), and typical applications like production planning, scheduling, and portfolio selection.

- Network Models: This topic includes a range of concepts and modelling techniques for formulating classic network models, including transportation and assignment, shortest path, maximum flow, and minimum spanning tree problems, and common solution approaches.

- Integer Programming: This will cover integer linear programming (ILP) models, including binary integer models, classic exact and heuristic solution methods (e.g. branch and bound, greedy heuristics), and typical application areas of ILP, including capital budgeting, fixed charge production, and facility location.



## 2021-22 Postgraduate Module Handbook

<b>MA819</b>	<b>Business Economics</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

### Contact Hours

Total contact hours: 48

Private study hours: 102

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 show a systematic knowledge, understanding and critical awareness of economic theory
- 2 show a comprehensive understanding of the complex techniques applicable to solve problems in economics
- 3 appreciate recent developments and methodologies in economics and the links between economic theory and its practical application in business and to critically evaluate such methodologies

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 demonstrate a logical mathematical approach to solving complex problems including cases where information/data is not complete
- 2 demonstrate skills in written communication to both technical and non-technical audiences
- 3 demonstrate skills in the use of relevant information technology
- 4 demonstrate skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level

### Method of Assessment

75% Examination, 25% Coursework

### Preliminary Reading

John Sloman, Dean Garratt, Jon Guest and Elizabeth Jones (2016), Economics for Business 7th Ed (Pearson)

The Actuarial Education Company Subject CB2 study notes support the above text.

### Synopsis \*

The aim of this module is to introduce students to core economic principles and how these could be used in a business environment to understand economic behaviour and aid decision making, and to provide a coherent coverage of economic concepts and principles. Indicative topics covered by the module include the working of competitive markets, market price and output determination, decisions made by consumers on allocating their budget and by producers on price and output, and different types of market structures and the implication of each for social welfare, the working of the economic system, governments' macroeconomic objectives, unemployment, inflation, economic growth, international trade and financial systems and financial crises.

This module will cover a number of syllabus items set out in Subject CB2 – Business Economics published by the Institute and Faculty of Actuaries.

## 2021-22 Postgraduate Module Handbook

<b>MA930 Investment Analysis and Portfolio Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

### Contact Hours

72 hours of lectures and classes

### Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the module students will be able to:

- show a systematic knowledge, understanding and critical awareness of the theory.
- show a comprehensive understanding of the complex techniques applicable to solve problems
- appreciate recent developments and methodologies in investment analysis and the links between the theory and their practical application and to critically evaluate such methodologies.
- demonstrate a comprehensive understanding of the complex current issues relevant to the investment market.
- show an ability to understand, select and apply appropriate methods in portfolio management.

The intended generic learning outcomes. On successful completion of the Module, students will have:

- developed a logical mathematical approach to solving complex problems.
- developed skills in written communication to both technical and non-technical audiences.
- developed skills in the use of relevant information technology.
- developed skills in time management, working with others, organisation and studying so that tasks can be planned and implemented at a professional level.

### Method of Assessment

80% by a three-hour written examination and 20% by coursework

### Preliminary Reading

Bodie Z; Kane A & Marcus A.J : "Investments" 8th Edition ,McGraw-Hill

Brown K C & Reilly F K: "Analysis of Investments and Management of Portfolios" 9th Edition, South-Western CENGAGE Learning

Choudhry M: "An Introduction to Bond Markets" Securities and Investment Institute series, Wiley

Fabozzi F: "Fixed Income Analysis" 2nd Edition, CFA Institute Investment Series, Wiley

Hull John C: " Options, Futures, and other Derivatives" 7th edition Pearson

Sugden D; Gee & Holmes: "Interpreting Company Reports and Accounts"  
FT/Prentice Hall

### Synopsis \*

This is a core module for the MSc in Finance, Investment and Risk. It introduces the fundamental principles of investment analysis and the theory and techniques of portfolio management, and covers the major issues currently of interest to investors.

The syllabus includes the following: Global investment environment, portfolio theory and practice, fixed income securities, security analysis, derivative securities analysis and derivative securities market, evaluation of asset management, applied portfolio management.

## 2021-22 Postgraduate Module Handbook

<b>MA931</b>		<b>Financial Risk Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	30 (15)	80% Exam, 20% Coursework	

### Contact Hours

72 hours of lectures and classes

### Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the module, students will be able to:

- Demonstrate in-depth knowledge and understanding of complex techniques used in risk management in financial institutions.
- Demonstrate an ability to select and apply a range of risk management techniques in various contexts.
- Demonstrate knowledge and understanding of complex current issues in Risk Management in the context of current professional practice.
- Demonstrate a high level of understanding of the main body of knowledge for the module.
- Apply a range of concepts, principles of Risk Management in various contexts.
- Understand the current practical applications of the module material.

The intended generic learning outcomes. On successful completion of the module, students will be able to:

- Argue logically.
- Work with relatively little guidance.
- Solve high-level problems, relating to qualitative information, exercise self-direction and originality of thought.
- Communicate clearly, orally and in writing, to both specialist and non-specialist audiences. Using the appropriate information technology.
- Exercise sound judgement.
- Exercise effective time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working, and to act autonomously.
- Exercise study skills needed for continuing professional development.
- Make decisions in complex situations.

### Preliminary Reading

Christoffersen, Peter F., 2012, Elements of Financial Risk Management 2nd Edition, Oxford: Academic Press.

Hull, John C., 2012, Risk Management and Financial Institutions 3rd Edition, Wiley Finance.

Hull, John C., 2010, Options, Futures, and other Derivatives 8th Edition, Pearson/Prentice Hall, and accompanying Student Solutions Manual.

### Synopsis \*

This is a core module for the MSc in Finance, Investment and Risk. The module's focus is on managing financial risk. It initially introduces the concepts of Enterprise Risk Management as well as risk assessment and strategies in an organisation. The modules will concentrate on the fundamental concepts and issues in identifying, measuring and controlling risk in a financial setting and the tools and techniques to measure and manage financial risk.

Syllabus: ERM concept and risk frameworks in regulatory environments, role of credit agencies; ERM process; financial services industry and risk of financial intermediation; risk categories and classification; risk management tools and techniques; measuring risk; managing risk.

## 2021-22 Postgraduate Module Handbook

<b>MA933</b>		<b>Contemporary Fund Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

36 hours of lectures and classes

### Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the module, students will be able to:

- Demonstrate in-depth knowledge and understanding of key steps in the investment management process from the client take-on through to performance evaluation.
- Make appropriate asset allocation decision, and evaluate performance.
- Demonstrate knowledge and understanding of complex current issues in Fund Management in the context of current professional practice.
- Apply appropriate models in asset allocation and security selection.
- Understand the key operational risk factors and steps that fund managers can take to manage and control the risks.

The intended generic learning outcome. On successful completion of the module, students will be able to:

- Argue logically.
- Work with relatively little guidance.
- Solve high-level problems, relating to qualitative information, exercise self-direction and originality of thought.
- Communicate clearly, orally and in writing, to specialist and non-specialist audiences. Using the appropriate information technology.
- Exercise sound judgement.
- Exercise effective time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working, and to act autonomously.
- Exercise study skills needed for continuing professional development.
- Make decisions in complex situations.

### Method of Assessment

Assessment: 80% by a three-hour written examination and 20% by coursework

### Preliminary Reading

The reading material for this course is constantly updated and will be provided by the lecturer during the course.

### Synopsis \*

This module introduces and further elaborates on the key steps in the investment management process from the client take-on through to performance evaluation, and considers complex current issues in Fund Management in the context of current professional practice.

The syllabus includes:

The security markets, risk, investment management processes, asset allocation, Multi-factor models, Behavioural finance, Hedge funds, Performance measurement, analysis of fund reports.

## 2021-22 Postgraduate Module Handbook

<b>MA935</b>		<b>Mathematics of Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

### Contact Hours

36 hours of lectures and example classes.

### Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the module students will be able to:

- show a systematic knowledge, understanding and critical awareness of the financial theory;
- to show a comprehensive understanding of the complex techniques applicable to solve problems;
- to appreciate recent developments and methodologies in financial mathematics and the links between the theory of financial mathematics and their practical application and to critically evaluate such methodologies.

The intended generic learning outcomes. On successful completion of the Module, students will have:

- developed a logical mathematical approach to solving complex problems
- developed skills in written communication to both technical and non-technical audiences
- developed skills in the use of relevant information technology
- developed skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level.

### Preliminary Reading

Adams, A., Booth, P., Bowie, D., & Freeth, A. (2003). Investment Mathematics, John Wiley & Sons.

Cvitani'c, J., & Zapatero, F. (2004). Introduction to the Economics and Mathematics of Financial Markets. Massachusetts Institute of Technology.

Wilmott, P. (2006). Paul Wilmott on Quantitative Finance. John Wiley & Sons

### Synopsis \*

The module covers mathematical techniques used in general areas of finance as well as in investment. Its focus is on the application of such techniques and mathematical models to quantitative finance.

The syllabus includes interest rates, time value of money, annuities, investment valuation, fixed income instruments, stochastic models for investment returns, modern portfolio theory and asset pricing, optimal consumption/portfolio strategies, and bond analysis.

<b>MA936</b>		<b>Financial Modelling and Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

36 hours (8 hours of lectures and 28 hours of computer classes)

### Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the Module, students will be able to:

- Develop a better understanding of the principles of specific financial, mathematical and statistical techniques introduced in other modules or covered in lectures.
- analyse, summarise and prepare financial data.
- develop financial computer models to solve a range of financial problems.
- apply, interpret and communicate the results of the models derived in c).

The intended generic learning outcomes. On successful completion of the Module, students will have developed a logical mathematical approach to solving problems. They will have developed skills in oral and written communication using appropriate information technology and working in groups.

### Preliminary Reading

The module is practical and its focus is on implementation of the theoretical models learnt throughout the programme using Excel. There is no set reading for the module, and the lecturer will provide the necessary course material.

### Synopsis \*

This modules has been designed in response to the industry's need for practitioners to be able to provide appropriate documentation including an audit trail and a summary of the modelling work undertaken.

The modules provides practice on a range of spreadsheet models used in finance, analysis of the results and scenario testing as well as documentation of the modelling work as practiced in industry.

## 2021-22 Postgraduate Module Handbook

<b>MA937 Communications in Finance and Investment Writing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

36 (12 hours of lectures, 24 hours of discussion classes and practice classes)

### Learning Outcomes

The intended subject specific learning outcomes.

Draft communications relating to financial technical material intended to be read by a person with little expert knowledge of finance, or a person with financial technical knowledge, to a standard where the drafts would:

- be acceptable as final documents without major changes or rewriting, though a moderate number of more minor changes might still be required,
- be to a standard which might be appropriate for a trainee in finance, rather than a specialist experienced financier,
- convey the most important points clearly and contain no major mis-statements of fact or omissions or unsupported opinion,
- if appropriate, perform simple calculations to present a summary of the quantitative information and an analysis of the given information

Perform oral presentations that would:

- be to a standard which might be appropriate for a trainee in finance, rather than a specialist experienced financier,
- convey the most important points clearly,
- be tailored towards the assumed knowledge of the audience,
- is supported by appropriate visual aids,

The intended generic learning outcomes. On successful completion of the Module, students will have developed skills in the manipulation of financial material and will have shown an ability for logical argument. They will have developed skills in organising information clearly, responding to written sources, presenting information orally and adapting appropriate styles for different audiences; understanding the limits and potentialities of arguments based on quantitative information; using judgmental skills and working in groups.

### Preliminary Reading

This is primarily a practical module. The majority of the reading will be provided by specific lecture notes.

### Synopsis \*

Effective communication in writing or in a presentation is as important in industry as are technical skills, whether in corporate and individual client facing roles, trading, publishing investment reports and providing summary report for the board. The module provides guidelines for good communication and practice in a variety of situations and to a variety of audiences. Students will learn to analyse, summarise, or present published reports or short and long reports that they themselves generate based on their knowledge in other finance subjects taught in the programme. The module will thus complete the students' skill set in the area of finance.

## 2021-22 Postgraduate Module Handbook

<b>MA938</b>		<b>Fixed Income Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

36 hours of lectures.

### Preliminary Reading

Main textbook:

Fabozzi, F.J. (2007). *Fixed Income Analysis*. Second Edition. Wiley. New Jersey.

Other recommended textbooks:

Tuckman B. (2002) *Fixed Income Securities: Tools for Today's Markets*, Second Edition, University Edition

Thau A. (2010) *The Bond Book*, Third Edition: Everything Investors Need to Know About Treasuries, Municipals, GNMA's, Corporates, Zeros, Bond Funds, Money Market Funds, and More. Third Edition. McGraw-Hill.

### Pre-requisites

None

### Synopsis \*

In this module, valuation of fixed income or debt securities, and the risk involved in investing in these securities is presented and analysed. The course starts with simple bond and builds up to more complicated fixed income securities such as mortgage-backed and asset-backed securities often traded in the market. Throughout the module the theoretical concepts are combined with the application of the theory using extensive examples. Students will apply their knowledge of the theory using relevant software.

The syllabus includes the following: Different types of bonds and features of debt securities, Risk associated with investing in bonds, Overview of bond sectors and instruments, valuation of Bonds, Yield measures, Spot rates and Forward rates, Interest Rate Risk – The duration model – Convexity, Term structures and volatility of interest rates, Valuing bonds with embedded options  
Mortgage-backed sector of the bond market, Asset-backed sector of the bond market, Valuing mortgage-backed and asset-backed securities.

MA939 Case Studies in Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

#### Contact Hours

5 hours of lectures, contact hours to be arranged with supervisor.

#### Learning Outcomes

The intended subject specific learning outcomes. Depending on the case study selected by the student, on successful completion of the module students will have

- enhanced their knowledge and understanding of the theories in finance and risk, and the techniques used to analyse and solve problems in major areas of finance and risk.
- gained the ability to apply the theoretical concepts in mathematics, statistics and finance to real life cases in finance and risk.
- enhanced their ability to apply a range of mathematical, statistical and financial and techniques to real life cases related to finance and risk.
- gained a deep understanding of the market/environment relevant to the particular case and the issues of interest/concern.
- gained the ability to select and use a range of financial modelling and computing techniques in the context of the case study.
- gained the skills to search for and select material relevant to and required for the case study.
- improved their ability to write a case report of a standard comparable to professional documents.

The intended generic learning outcomes. On successful completion of the module, students will have

- improved their communication skills.
- gained the ability to interpret quantitative information.
- improved their computing skills.
- enhanced the ability for independent research and problem solving skills.

#### Pre-requisites

None

#### Synopsis \*

There is no specific syllabus for this course. Students select from a range of case studies covering a variety of financial topics. The theoretical background for the case studies is covered in the MSc finance specialist subjects in the first two terms. Students use their knowledge of the theory and techniques of finance, to analyse and report on the selected cases. The emphasis is on application of the financial techniques using real life data, producing results and analysis and interpretation of the results for particular cases. Students are introduced to the methodology to carry out case studies and learn how to write case study reports in the lectures.