

<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

## 2018-19 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	Maxwell-Cole Mr A

### 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 Critically evaluate the theory of employee resourcing and its links with organisational theory.
- 2 Have knowledge and understanding of the development and evaluation of employee resourcing and talent management strategies, diversity management and flexible working initiatives.
- 3 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.
- 4 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.
- 5 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.
- 6 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:

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

### Method of Assessment

Main assessment methods

Case study (2500 words) (40%)  
Examination, 2 hour (60%).

### 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

## 2018-19 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.

Indicative topics are:

- 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	Mohammed Dr S

### 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 Critically evaluate the theory of employment relations and its links with organisational theory.
- 2 Develop an understanding and knowledge of the underpinning rationale for employment relations and its strategic importance to an organisation.
- 3 Critically assess the processes and skills, both existing and emerging in employment relations and their contribution to employee commitment and organisational performance.
- 4 Understand and critically evaluate the wider environmental context within which 'employment relations' is located and the implications for competing in a competitive global economy.
- 5 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:

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

### Method of Assessment

Main assessment methods

Individual report (2500 words) (40%)

Examination, 2 hour (60%).

### Preliminary Reading

- Blyton, Paul, Turnbull, Peter, The Dynamics of Employee Relations, Palgrave Macmillan, 2004.
- Cully, Mark, Britain at work : As depicted by the 1998 Workplace Employee Relations Survey, Routledge, 1999.
- Edwards, P. K, Industrial relations: Theory and practice, 2nd Edition, Blackwell Publishing, 2003
- Hollinshead, Graham, Employee relations, 2nd Edition, FT Prentice Hall, 2003.
- Kersley, Barbara, Inside the workplace : findings from the 2004 workplace employment relations survey, Routledge, 2006.
- Rollinson, Derek, Dundon, Tony, Understanding employment relations, McGraw Hill, 2007.
- Rose Ed, Employment relations, 2nd edition, FT-Prentice Hall, 2004.
- Williams, Steve, Adam-Smith Derek, Contemporary employment relations: A Critical introduction, Oxford University Press, 2006.

## 2018-19 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.

Indicative topics of study are:

- 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 relations 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

CB8004		Auditing				
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:

- 1 Demonstrate knowledge and understanding of the regulatory, legal, professional and socio-economic environments within which company audits are performed.
- 2 Appreciate the knowledge and understanding of the client's business which is essential to the planning and conduct of the audit.
- 3 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.
- 4 Demonstrate knowledge and understanding of some of the technical language and practices employed in the audit of company financial statements.
- 5 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.
- 6 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:

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

## 2018-19 Postgraduate Module Handbook

### Method of Assessment

Main assessment methods

Essay (2500 words) (20%)  
Examination, 3 hour (80%).

### 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

### 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.

Indicative topics are:

- 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.

## 2018-19 Postgraduate Module Handbook

<b>CB8005 Consultancy and Research Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	Pass/Fail Only	Liu Prof W

### 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. Identify a dissertation topic relevant to the programme subject; develop the ability to design a research project and write a research proposal.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

1. Carry out an effective literature search using electronic sources such as Scopus, Web of Knowledge and Google Scholar; accurately summarise the literature sources and critically evaluate their relevance. Learn how to use RefWorks to organize and manage information and references for research and collaboration.
2. Develop an understanding of data collection methods.
3. Be aware of a range of qualitative and quantitative research methods that might be necessary to analyse the data.
4. Determine appropriate methods and frameworks from the MSc Programme to apply within the dissertation in order to produce conclusions of relevance for management or the scholarly literature. Provide a critical analysis of the conclusions.
5. Be aware of the ethical issues concerning research.
6. Develop a number of key skills including oral and written communication, critical thinking, problem analysis and presentation skills.
7. Develop personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and in different situations.
8. Evaluate and develop the range of skills required to successfully engage in management consultancy.
9. Develop competencies valued by employers to enhance employability prospects.
10. 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

Project proposal (1000 words) - Pass/Fail.

### 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.  
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: An Essential Guide to Planning Your Project. Prentice Hall.

### Synopsis \*

This module aims to equip students with skills of consultancy and fundamentals of research methodology. Experts from outside organisations will be invited to offer real-world experience in some sessions.

The module covers two main topics:

1. Consultancy skills. Approaches to analyse a series of real-world business analytics 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.
2. Research methodology. Fundamentals of research methodology and project management for business analytics professionals.

## 2018-19 Postgraduate Module Handbook

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

### 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 Understand and use different valuation models to value companies.
- 2 Analyse the annual reports and accounts of companies.
- 3 Make critical comment on the role and usefulness of financial statements in company valuation.
- 4 Extract, analyse and interpret corporate accounting and financial data from multiple sources.
- 5 Understand the impact of credit analysis/debt rating in corporate financing.
- 6 Value companies at the time of mergers/acquisitions
- 7 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:

- 1 Develop practical skill on the use of financial information for the valuation of a company.
- 2 Develop ability to compute and interpret different financial ratios.
- 3 Develop a framework to assess the usefulness of financial information in making a decision.
- 4 Develop ability to plan, work and study independently.
- 5 Develop ability to critically evaluate the usefulness of annual reports and accounts for the analysis of a company.
- 6 Write a research report from the analysis of financial information reported by the companies in their annual reports and accounts.
- 7 Develop ability to analyse and evaluate financial statements reported by the companies.
- 8 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%).

### 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

### Synopsis \*

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

Indicative topics are:

1. A framework for business analysis and valuation;
2. Financial analysis/ratio analysis;
3. Valuation theory and concepts;
4. Quality of earnings;
5. Security analysis;
6. Credit analysis and financial distress prediction;
7. Mergers and acquisitions.

## 2018-19 Postgraduate Module Handbook

CB8010 Learning and Development						
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:

- 1 Critically evaluate the theory and contemporary research in the field of HRM & HRD.
- 2 Critically analyse and evaluate the formulation and implementation of processes of learning and talent development strategies for defining and achieving current and future effectiveness.
- 3 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.
- 4 Critically assess the role and influence the politics of learning and talent development policy development.
- 5 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.
- 6 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:

- 1 Set learning and development in the wider context of general organisational management.
- 2 Critically assess and evaluate the impact of learning and development on the performance of organisations.
- 3 Have developed analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.
- 4 Plan work, working independently, and in groups.
- 5 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%).

### 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



## 2018-19 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.

Indicative topics 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

## 2018-19 Postgraduate Module Handbook

CB8011 Essentials of Financial Risk Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Oberoi Dr J

### 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 a detailed understanding of a structured method of assessing financial risk by financial institutions;
- 2 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;
- 3 develop an in-depth understanding of the nature of risk in an organisational set up involving banks, financial firms and non-financial corporations;
- 4 demonstrate an understanding of the various techniques for financial risk measurement and management;
- 5 demonstrate knowledge of a variety of financial markets, and with financial and statistical modelling related to trading and investment operations;
- 6 demonstrate an in-depth understanding of the institutional and regulatory framework for supervising and monitoring financial risk management practices of banks and financial firms;
- 7 develop and define complex arguments and provide critical insights on the financial risk management practise of banks;
- 8 identify various types of financial risks and apply techniques for managing financial risks;
- 9 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:

- 1 apply numerical skills to solve problems faced by financial institutions;
- 2 read, analyse, evaluate and summarise economic, financial and business events relating to financial risk management;
- 3 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;
- 4 plan and work independently using various learning resources;
- 5 use information technology to acquire, analyse, and communicate effectively.

### Method of Assessment

Main assessment methods

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

### Preliminary Reading

Bessis, J. (2009) Risk Management in Banking, 3rd Edition, John Wiley and Sons.

Jorion, P. (2006) Value at Risk: The Benchmark for Managing Market Risk, 3rd Edition, McGraw-Hill.

Dowd, K. (2005) Measuring Market Risk, 2nd edition, John Wiley and Sons.

Christofferssen, P. F. (2003) Elements of Financial Risk Management, Academic Press.

Alexander, C. (2009) Market Risk Analysis, Volume IV: Value at Risk Models, Wiley.

### Synopsis \*

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

## 2018-19 Postgraduate Module Handbook

CB8012 Financial Institutions Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	King Dr T

### 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 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.
- 2 Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.
- 3 Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.
- 4 Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.
- 5 Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.
- 6 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:

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

### Method of Assessment

Main assessment methods

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

### Preliminary Reading

- Bessis, J. (2010). Risk Management in Banking. 3rd 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. (2009) Bank Management. 7th edition. Mason, Ohio: South-Western Cengage Learning
- Saunders, A. and Cornett, M.M. (2011). Financial Institutions Management. 7th edition. New York: McGraw-Hill

### 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.

## 2018-19 Postgraduate Module Handbook

CB8013		Domestic and International Banking				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	King Dr T

### 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 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.
- 2 Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.
- 3 Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.
- 4 Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.
- 5 Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.
- 6 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:

- 1 Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of banking sector.
- 2 Read, critically analyse and summarise transactions and economic events related to financial services providers such as both commercial and investment banks.
- 3 Apply numerical skills to solve numerical problems faced by financial institutions.
- 4 Read, critically analyse and evaluate, and summarize economic, financial and business events relating to financial institutions.
- 5 Locate, extract, and analyse data from different sources, e.g. newspapers, library, internet, etc., to be presented in an appropriate format.
- 6 Plan and work independently using various learning resources.
- 7 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%).

### Preliminary Reading

Bessis, J. (2010). Risk Management in Banking. 3rd 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. (2009) Bank Management. 7th edition. Mason, Ohio: South-Western Cengage Learning

Saunders, A. and Cornett, M.M. (2011). Financial Institutions Management. 7th edition. New York: McGraw-Hill

### 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.

## 2018-19 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	Panopoulou Prof E
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	Panopoulou Prof E

### 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:

- 1 Demonstrate a comprehensive understanding of the major econometric methods.
- 2 Demonstrate a comprehensive understanding of the application of traditional regression as well as the recent and on-going time series econometric techniques
- 3 Critically appreciate the various concepts and principles under which financial models are constructed, estimated, tested, forecasted and simulated.
- 4 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.
- 5 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:

- 1 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.
- 2 Read, critically summarise and evaluate transactions and economic events related to financial management and derivative securities.
- 3 Apply numerical skills to solve complex numerical problems.
- 4 Locate, extract, and critically analyse data from different sources, to be presented in an appropriate format.
- 5 Plan and work independently using various learning resources
- 6 Work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism.
- 7 Use information technology to acquire, analyse, and communicate effectively.

### Method of Assessment

Main assessment methods

Individual research project, 3000 words (70%)

Group report, 2000 words (20%)

Group presentation, 20 minutes (10%)

### Preliminary Reading

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

Brooks, C. (2014) Introductory Econometrics for Finance, 3rd Edition, Cambridge University Press.

Campbell, Y. J., Lo, A. W. and MacKinlay, A.C. (1996) The Econometrics of Financial Markets, Princeton University Press.

Greene, W.H. (2011) Econometric Analysis, 7th Edition, Pearson

Gourieroux, C. and Jasiak, J. (2001) Financial Econometrics: Problems, Models, and Methods, Princeton University Press.

Hamilton, J.D. (1994) Time Series Analysis, Princeton University Press.

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

## 2018-19 Postgraduate Module Handbook

### 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.

Successful completion of the module will provide a solid base for the student wishing to pursue a career in financial firms, industries, government and international organizations as practitioners, researchers and decision makers. The students will have the knowledge of essential techniques of data analysis and research.

## 2018-19 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	Morelli Dr D
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	Morelli Dr D

### 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 knowledge, critical analysis and understanding of regulations and supervision of banking and non-banking financial institutions.
- 2 Demonstrate knowledge, synthesis and understanding of the recent changes and evolution of regulatory framework of domestic and international financial institutions.
- 3 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.
- 4 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.
- 5 Use subject knowledge to critically analyse and synthesise the problem and provide a reasoned response to that problem in the context of financial regulation.
- 6 Critically evaluate and compare roots of financial crises based on the case studies.
- 7 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:

- 1 Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of financial services regulation.
- 2 Read and summarise transactions, financial statement, and conduct of business operation relating to financial services regulation and supervision.
- 3 Apply numerical skills to solve numerical problems faced by financial institutions with regards to financial services regulation.
- 4 Read, analyse, evaluate and summarize economic, financial and business events relating to financial services regulation.
- 5 Locate, extract, and analyse data from different sources, e.g. Newspapers, library, internet, etc., to be presented in an appropriate format.
- 6 Plan and work independently using various learning resources.
- 7 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 (2500 words) (30%)  
Group presentation (10%)  
Examination, 2 hour (60%).

### 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

### Synopsis >\*

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.

## 2018-19 Postgraduate Module Handbook

CB8016	Derivatives					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Wang Dr H

### 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 Identify and clearly explain the fundamental concepts of derivatives.
- 2 Apply mathematical skills in pricing derivatives to problems of risk management.
- 3 Develop trading strategies for exploiting arbitrage opportunities.
- 4 Demonstrate knowledge and understanding of the theory of options and futures pricing.
- 5 Analyse various financial instruments in the context of developing portfolios for the purpose of hedging, speculation and arbitrage.
- 6 Assess risk management strategies in terms of relevance for specific corporate applications.
- 7 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:

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

### Method of Assessment

Main assessment methods

Group Technical Report (2500 words) (30%)  
Examination, 2 hour (70%).

### 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.

### 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.



## 2018-19 Postgraduate Module Handbook

CB8017 International Financial Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	Godsell Dr D

### 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 knowledge and understanding of the international context in which corporate financial reports are prepared and used.
- 2 Demonstrate knowledge and understanding of the purpose, conceptual basis, functioning and limitations of international financial reporting and accounting harmonisation.
- 3 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.
- 4 Comprehend, organise, evaluate, manipulate and interpret corporate financial reporting information prepared in an international context.
- 5 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:

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

### Method of Assessment

Main assessment methods

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

### 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

### 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.

## 2018-19 Postgraduate Module Handbook

CB8018	Advanced Management Accounting					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Chang Dr L
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:

1. Demonstrate comprehensive knowledge and systematic understanding of the purpose, conceptual basis, functioning and limitations of management accounting techniques when employed for management control purposes
2. 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
3. Deal with complex management accounting issues and make sound suggestions at a professional level.
4. Critically evaluate current research in management accounting and its deficiencies in providing information for managerial decision making.
5. 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:

1. Critically evaluate complex material
2. Solve problems in the absence of complete data and make sound suggestion for decision making
3. Plan, work and study independently and in a group
4. Conduct research and relate to practical issues
5. Identify, research, organise and manipulate relevant knowledge
6. 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%).

### 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,

### 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.

## 2018-19 Postgraduate Module Handbook

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

### 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 an understanding of the rationale underlying key International Finance models.
- 2 Apply skills of modelling macroeconomic variables in International Finance.
- 3 Demonstrate an understanding of key foreign exchange parity relationships and their relevance to the management of exchange rate risk.
- 4 Demonstrate an understanding of the role of international currency markets in the determination of economic outcomes.
- 5 Analyse events within the international monetary system and critically assess potential response policies.
- 6 Develop some of the concepts and principles introduced in Foundations of Finance and Quantitative Methods.
- 7 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:

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

### Method of Assessment

Main assessment methods

Individual Report (2500 words) (30%)  
Examination, 2 hour (70%).

### 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

### 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.

Indicative topics 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

## 2018-19 Postgraduate Module Handbook

CB8020		Corporate Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	Morelli Dr D

### 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 a systematic knowledge and understanding of various finance theories and concepts;
- 2 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;
- 3 identify, find, select, record, organise and manipulate complex knowledge and data relevant to issues and tasks within finance;
- 4 demonstrate knowledge and understanding and a critical analysis of the risk return relationship as captured by multifactor pricing models;
- 5 apply quantitative techniques for solving complex problems within a finance context;
- 6 demonstrate a comprehensive knowledge and understanding of corporate dividend policy and be able to critically analyse the factors that influence corporate dividend policy;
- 7 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:

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

### Method of Assessment

Main assessment methods

Individual report (3000 words) (30%)  
Examination, 2 hours (70%).

### Preliminary Reading

Arnold, G. (2008) Corporate Financial Management. 4th Edition. Pearson Education

Brealey, R., Myers S., & Allen F. (2010) Principles of Corporate Finance. 10th Edition. McGraw –Hill.

Ross, A.A., Westerfield, R.W., & Jaffe, J.F. (2005) Corporate Finance, 7th Edition, Irwin

### Synopsis \*

The indicative topics covered by the module are:

1. The Risk-Return Relationship
2. The Arbitrage Pricing Theory
3. Multifactor Asset Pricing Models
4. Dividend Policy
5. Mergers and Acquisitions

## 2018-19 Postgraduate Module Handbook

CB8021	Foundations of Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Ransley Mrs A

### 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 and understanding of various finance theories and concepts;
- 2 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;
- 3 demonstrate knowledge and understanding and a critical analysis of investment techniques, and ability to show how risk can be incorporated into investment appraisal techniques;
- 4 apply quantitative techniques for solving complex problems within a finance context;
- 5 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;
- 6 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;
- 7 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:

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

### Method of Assessment

Main assessment methods

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

### 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

### Synopsis \*

This module will cover the following indicative topics:

1. Investment Appraisal Techniques and Decisions
2. Portfolio Theory
3. The Capital Asset Pricing Model
4. Stock Market Efficiency
5. Sources of Finance
6. Capital Structure

## 2018-19 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)	70% Exam, 30% Coursework	Voukelatos Dr N

### 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:

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

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

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

### Method of Assessment

Main assessment methods

Individual Empirical Report (1500 words) (30%)  
Examination, 2 hour (70%).

### 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 Shoemaker, 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

## 2018-19 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

## 2018-19 Postgraduate Module Handbook

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

### 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 Understand the links between research, teaching with respect to theories and empirical applications within Logistic and Supply Chain.
- 2 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.
- 3 Display an enhanced understanding of new methods and technologies within the Logistics and Supply Chain Management sector.
- 4 Identify the use and the impact of such methods and technologies in practice.
- 5 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:

- 1 Communicate technical results effectively to both technical experts and non-specialist managers.
- 2 Write reports based on research work independently and in groups.
- 3 Demonstrate enhanced research skills when undertaking new research projects of direct relevance to Logistics and Supply Chain Management using a wide range of media.
- 4 Communicate through group discussion and oral presentation.
- 5 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%).

### 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

### 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.



## 2018-19 Postgraduate Module Handbook

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

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

Group Empirical Report (2000 words) (20%)  
 Individual Empirical Project (1000 words) (10%)  
 Examination, 2 hour (70%).

### 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.

### 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</b>		<b>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	Wyatt Dr M

## 2018-19 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 Critically evaluate the theory and contemporary research in the field of selection and assessment.
- 2 Develop an understanding and knowledge of the underpinning rationale for best practice selection and assessment processes and their contribution to organisational performance.
- 3 Plan effective selection and assessment processes and practices.
- 4 Understand the importance of all appropriate ethical and legal obligations in selection and assessment, particularly equality of opportunity and diversity requirements.
- 5 Critically evaluate key issues in the effectiveness of selection and assessment processes.
- 6 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:

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

### Method of Assessment

Main assessment methods

Moodle Based Quiz (15%)  
Group Presentation (15%)  
Individual Report (3500 words) (70%).

### 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

CB9046 Human Resource Management and 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 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

## 2018-19 Postgraduate Module Handbook

CB8030 Investments and Portfolio Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	Van der Bijl Mrs L

### 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 knowledge and understanding of different asset classes and asset allocation decision;
- 2 Identify and evaluate various financial investments available globally;
- 3 Demonstrate knowledge and understanding of security valuation models/methods and processes;
- 4 Conduct macro- and micro-valuation of stock market, industry, and company/stocks to make investment/portfolio management decisions;
- 5 Demonstrate knowledge and understanding of equity portfolio management and performance evaluation strategies;
- 6 Identify, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks related to investments and portfolio management;
- 7 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:

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

### Method of Assessment

Main assessment methods

Group report (2500 words) (30%)

Examination, 2 hours (70%).

### 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

### Synopsis \*

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.

## 2018-19 Postgraduate Module Handbook

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

### Contact Hours

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

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Analyse the modern multinational enterprise (MNE), its evolution and associate MNEs decisions with Where, When, and How to invest.
- 2 Define the various ways MNEs are organised in response to their external environment and relate them with different structures of MNE networks of subsidiaries.
- 3 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.
- 4 Conceptualise the various information and knowledge channels within the MNE.
- 5 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:

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

### Method of Assessment

Main assessment methods  
 Group presentation (20%)  
 Individual report (3000 words) (80%).

### 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

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

## 2018-19 Postgraduate Module Handbook

### Contact Hours

Contact hours: 36

Private study hours: 114

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 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
- 2 To have detailed knowledge of the challenges associated when working within an entrepreneurial team and be able to manage effectively, ethically and responsibly.
- 3 To conceive of and develop an attractive entrepreneurial idea, and explore strategies to exploit this opportunity
- 4 To demonstrate a critical understanding and utilisation of the tools/ frameworks in practicing entrepreneurship
- 5 To 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:

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

### Method of Assessment

Entrepreneurial Team Pitch 20%

Team-based simulation report, 40%

Individual Essay, 3500 words, 40%

### 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.

### 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.

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

### 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:

- 1 Analyse the role of business in society.
- 2 Discuss the main ethical, economic, social and environmental challenges faced by contemporary organisations.
- 3 Compare and contrast different theoretical perspectives behind the motivations for engaging, or not engaging, in responsible behaviour.
- 4 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.
- 5 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:

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

### Method of Assessment

Main assessment methods  
 Group presentation (20%)  
 Individual Essay (4000 words) (80%).

### 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.

### 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?

The Globalisation and Corporate Responsibility 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. Specific issues to be covered will include:

- 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

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<b>CB9019</b>	<b>Computer Tools for Simulation</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

4	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	
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<b>CB9020</b>	<b>Techniques of Production and Operations Management</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Hong Kong Baptist University	Autumn	M	10 (5)	100% Coursework	
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<b>CB9021</b>	<b>Applied Statistics Using Computing Packages</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Hong Kong Baptist University	Autumn	M	10 (5)	100% Coursework	
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<b>CB9024</b>	<b>HKBU Conversion Mark</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

3	Hong Kong Baptist University	Autumn and Spring	M	135 (67.5)	100% Coursework	
4	Hong Kong Baptist University	Autumn and Spring	M	125 (62.5)	100% Coursework	

## 2018-19 Postgraduate Module Handbook

CB9027 New Product Development and Innovation Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	Chryssochoidis Prof G

### 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 knowledge and understating of the nature of innovation and be able to identify the relevance and potential for innovation in value-creating, consumer-driven businesses.
- 2 Understand and execute the crucial tasks in New Product Development from idea generation to commercialisation.
- 3 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.
- 4 Apply appropriate (qualitative and quantitative) data analysis techniques to critically evaluate business' innovation performance and generate ideas for improving innovation performance.
- 5 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:

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

### Method of Assessment

Main assessment methods

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

### Preliminary Reading

Trott, P. 2012. Innovation Management and New Product Development, 5th Edition, London: Financial Times Prentice Hall (ISBN-13: 9780273736561).

Tidd, J. and Bessant, J. 2013. Managing Innovation: Integrating Technological, Market and Organizational Change, 5th Edition. London: John Wiley & Sons Ltd (ISBN: 978-1-118-36063-7)

### Synopsis \*

Indicative Topics are:

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)



## 2018-19 Postgraduate Module Handbook

CB9031	Generating Theory and Presenting Research					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Lee Prof SH

### 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 Conduct a literature search using a wide range of sources.
- 2 Critically review the work of others in a systematic and objective manner.
- 3 Generate research questions and hypotheses from the review of an existing body of knowledge.
- 4 Recognise the different types of research (design) that are appropriate for different research questions.
- 5 Develop conceptual frameworks for the analysis of specific research questions and the testing of specific hypotheses.
- 6 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).
- 7 Prepare a timetable with targets, outcomes and milestones, to facilitate the timely completion of their thesis.
- 8 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:

- 1 The ability to communicate research results to academic and general audiences in both written and oral media.
- 2 The ability to manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development.
- 3 The ability to solve problems that are common in social research.

### Method of Assessment

Main assessment methods

Project proposal (1000 words) (50%)  
Presentation (50%).

### 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

### 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:

- a) 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);
- b) presenting research findings to different audiences in different ways;
- c) the timely completion of their theses.

Indicative 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.

CB9032	Philosophical Issues and Paradigms in Management Research					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Mingers Prof J

## 2018-19 Postgraduate Module Handbook

### 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:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate research results to academic and general audiences in both written and oral media.
- 2 Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development;
- 3 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%)

### 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 CB9033 Qualitative Research Methods, CB9031 Generating Theory and Presenting Results and CB9129 Quantitative Research Methods

### 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.

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CB9033 Qualitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	10 (5)	100% Coursework	Lewis Dr PMJ

### 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:

- 1 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.
- 2 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
- 3 Comprehensively understand and make use of a range of qualitative data analysis approaches
- 4 Critically assess the strengths and weaknesses of different qualitative research approaches used in management and organization research
- 5 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:

- 1 Communicate and present research approaches & associated methods orally
- 2 Communicate and present research approaches & associated methods in writing
- 3 Evaluate research findings in the management and organizational studies field
- 4 Evaluate data analysis approaches
- 5 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%)

### 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

Students also complete module CB9031 Generating Theory and Presenting Research; CB9032 Philosophical Issues and Paradigms and CB9129 Quantitative Research Methods

### Synopsis <span style =

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

## 2018-19 Postgraduate Module Handbook

<b>CB9034</b>		<b>Dissertation for the MSc Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn and Spring	M	45 (22.5)	100% Coursework	Voukelatos Dr N
5	Canterbury	Autumn and Spring	M	45 (22.5)	100% Project	Voukelatos Dr N

### 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:

- 1 Understand the nature of research and be able to use a variety of resources to gather information.
- 2 Read and critically review research papers.
- 3 Apply a range of appropriate qualitative and quantitative research methods to analyse data.
- 4 Apply appropriate methods and frameworks from the MSc Finance in order to produce conclusions of relevance for finance or the scholarly literature.
- 5 Carry out a substantial research project and report the work in the form of a dissertation.
- 6 Integrate and communicate knowledge and understanding gained from individual modules in the Masters of Finance suite of programmes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

Dissertation (6000 - 8000 words) (100%)

### Preliminary Reading

As appropriate for the dissertation subject under study

### Pre-requisites

CB9078 Research Methods in Finance

### Synopsis \*

This is an independent research module.

## 2018-19 Postgraduate Module Handbook

<b>CB9038 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

## 2018-19 Postgraduate Module Handbook

CB9039		MBA Business Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Project	Papadopoulos Prof A

### 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:

- 1 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).
- 2 Critically evaluate and discuss relevant literature, identify and apply advanced analytical tools and techniques appropriately to the chosen topic.
- 3 Undertake analysis of quantitative and/or qualitative data.
- 4 Draw realistic and appropriate conclusions and make recommendations based on options.
- 5 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:

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

### Method of Assessment

100% coursework: 8000-10000 word business report

### 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

### 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.

## 2018-19 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	Yu Mr T

### 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. Understand successful business and organisational models of firms in the era of E-Commerce
2. Analyse how Internet technologies affect the application of these models and apply this analysis to real (or "realistic") organisations
3. 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:

1. Select, organise, develop and synthesise complex material
2. Analyse problems and the identify appropriate solutions
3. Plan work and study independently and use relevant resources.
4. 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%)

### 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

### 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.

## 2018-19 Postgraduate Module Handbook

CB9040	Quantitative Business Analysis and Forecasting					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Spring	M	15 (7.5)	100% Coursework	Wu Prof S

### 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. critically evaluate and apply statistical techniques that deal with data mining and forecasting
2. use statistical software SPSS for real-life data
3. understand and critically discuss research issues within the area of data mining

The intended generic learning outcomes

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

In-Course Test (20%)  
Individual Report (1500 words) (30%)  
Data Analysis Report (2500 words) (50%).

### Preliminary Reading

Specially written material will be distributed to cover the lectures and the examples used in class.

Most will be based on specially designed class experiences and specially written lecture notes. Students will have to read papers from Journals such as Machine Learning, Journal of Machine Learning Research Journal of Forecasting, International Journal of Forecasting, Omega, and others as the opportunity arises. Indicative references are presented below, but students will not be required to purchase:

Box, G.E.P., Jenkins, G.M., Reinsel, G.C., Ljung, G.M. (2015) Time Series Analysis: Forecasting and Control, 5th Ed. Hoboken, NJ: Wiley. ISBN-10: 1118675029  
Hair, J, et al J. F. Hair, W. C. Black, B. J. Babin, R. E. Anderson (2010), Multivariate Data Analysis. 7th Ed. New York: Prentice Hall. ISBN-13: 978-0138132637  
Makridakis, S., Wheelwright, S.C. and Hyndman, R.J. (1998). Forecasting: Methods and Applications 3rd Ed. Hoboken, NJ: Wiley. ISBN: 978-0-471-53233-0  
Witten, Ian H., and Eibe, F. (2011), Data Mining: Practical machine learning tools and techniques 3rd Ed. San Francisco, CA: Morgan Kaufmann, ISBN: 978-0-12-374856-0

### Synopsis \*

This module aims to equip students with fundamentals of data mining and hands-on experience to analyse and solve a variety of problems encountered in business and management.

The module covers three main topics:

1. Multivariate data analysis. This part introduces data analysis methods for datasets with many variables, which include association rule discovery, factor analysis, cluster analysis, classification modelling;
2. Forecasting. In this part of the module, students will learn forecasting methods, including different modelling methods for time series data;
3. Data analysis report writing. This part discusses how to carry out a data analysis (or data mining) project and how to write a data analysis report.

Data analysis packages SPSS and weka will be used in this module, as well as EXCEL and R on some occasions.



## 2018-19 Postgraduate Module Handbook

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

### Contact Hours

Lectures: 12

Seminars: 12

Total: 24 hours

### Learning Outcomes

By the end of the module, you should have the underpinning knowledge and skills that enable you to have:

- 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.
- 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

The module will be assessed by 100% coursework in the form of a 6-8,000 Word Business Skills Portfolio. The portfolio should demonstrate understanding of the relevant literature on the skills HRM professionals require in the 21st Century, and should be self-reflective – which will give you a better understanding of what you can offer in your future career.

### 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

### 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      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	Evans Dr S

### Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

## 2018-19 Postgraduate Module Handbook

### Learning Outcomes

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

1. Critically evaluate the major internal and external environmental contexts within which HR professionals operate in the market, public and third sectors.
2. Generate effective, reasoned responses to market and competitive environments from an overall organisational and HR perspective.
3. Create and deliver effective HR strategies, practices and solutions in response to internal and external environment factors, including national and global contexts.
4. Demonstrate an in-depth understanding of demographic, social and technological trends and how they shape and impact on organisational and HR strategies and practices
5. Demonstrate an in-depth understanding of Government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices.
6. 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:

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

### Method of Assessment

Main assessment methods

Individual Assignment (Case Study) (2500 words) (40%)  
Examination, 2 hour (60%)

### 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.

Indicative 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

## 2018-19 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	Evans Dr S

### 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 Critically analyse and evaluate the aims and objectives of the HRM&D function in organisations and how these are met in practice.
- 2 Assess the contribution made by HRM&D specialists in different types of organisation.
- 3 Critically analyse and discuss existing literature on contemporary HR policy and practice.
- 4 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.
- 5 Understand the characteristics of effective leadership and development of leaders in organisations.
- 6 Evaluate the theories of motivation, commitment and employee engagement.
- 7 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:

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

### Method of Assessment

Main assessment methods

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

### 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

## 2018-19 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.

Indicative 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

CB9047 Leadership and Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	Lee Prof SH

### 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. Explain and critically analyse the theories and concepts of leadership and management and their application in organisations.
2. Evaluate, select and apply a range of approaches to identifying leadership and management development needs in differing organisational contexts, cultural and international contexts.
3. 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.
4. Design, critically evaluate and advise on a range of leadership and management development interventions to implement leadership and management development strategies and plans.
5. 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.
6. 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:

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

### Method of Assessment

Main assessment methods

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

## 2018-19 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

### 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.

## 2018-19 Postgraduate Module Handbook

CB9048	Research Methods (HRM)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Wyatt Dr M

### 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. Critically analyse and discuss existing HR literature
2. 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:

1. 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.
2. Carry out an effective literature search; accurately summarise the literature sources and critically evaluate their relevance.
3. Be aware of the range of qualitative and quantitative research methodologies that might be used to analyse research data.
4. Be competent in time and project management.
5. Develop transferable skills of independent learning.
6. Be aware of the ethical issues concerning research.

### Method of Assessment

Main assessment methods

Presentation (20%)  
Project Plan (3000 words) (80%).

### 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

### Synopsis \*

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.

Indicative 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

## 2018-19 Postgraduate Module Handbook

CB9050		Reward & Performance Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	Koch Dr M (KBS)

### 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 Critically evaluate the conceptual apparatus and theoretical debates informing reward & performance management.
- 2 Critically analyse the relationship between the environment, strategy and systems of reward & performance management.
- 3 Systematically decide and communicate strategic reward & performance aims, objectives, priorities and targets.
- 4 Plan effective reward/performance management policies and practices to improve organisational and employee performance.
- 5 Design internally consistent reward structures that recognise labour market and equity constraints.
- 6 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:

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

### Method of Assessment

Main assessment methods

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

### 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.

### 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.

Indicative 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

## 2018-19 Postgraduate Module Handbook

CB9051	Human Resource Strategy					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	Koch Dr M (KBS)

### 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 Explain and critically analyse the concept of strategy in shaping the HR function.
- 2 Identify a number of approaches by which the HR function can enhance strategic capability within organisations.
- 3 Critically analyse and evaluate the relationship between the HR function and strategic implementation.
- 4 Show a knowledge of how the HR function can enhance overall organisational capability with reference to improving employee engagement.
- 5 Demonstrate an improved awareness of how contextual factors and forces shape business strategy and the HR response.
- 6 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:

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

### Method of Assessment

Main assessment methods

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

### 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 >

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

The indicative 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)



## 2018-19 Postgraduate Module Handbook

CB9057	Industry Based Project					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	60 (30)	80% Project, 20% Coursework	Doran Prof D

### 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:

- 1 Explore all the activities of the supply chain for a given company and concentrate on one or two logistical drivers.
- 2 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.
- 3 Think critically, analyse and evaluate information, and provide the company with possible solution scenarios for further investigation.
- 4 Produce technical reports using a variety of media.
- 5 Use statistical and computational tools and packages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 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.
- 2 Specify what data they will need to collect to carry out the project and how they will go about obtaining it.
- 3 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.
- 4 Understand the ethical issues that may arise during the research.
- 5 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%).

### 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.

## 2018-19 Postgraduate Module Handbook

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

### 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:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 solve problems arising in warehousing and transportation
- 2 communicate effectively both orally and in writing on the area of logistics focussing in warehousing and transportation using real life case studies
- 3 use computer software such as Excel solver and VBA for modelling purposes

### Method of Assessment

Main assessment methods

In-Course Test (20%)  
Written report on case study (15%)  
Presentation (5%)  
Individual report (2000 words) (60%)

### 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.  
BUSN9088 Logistics Modelling and Applications

### 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 the warehouse management such as picking strategies and warehouse layout, packaging, etc. 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:

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

The module will be subject to continual refinement to ensure the content is kept relevant to logistic industry and CILT requirements.

## 2018-19 Postgraduate Module Handbook

CB9059 Ethics of International Business						
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	Lall Mr A

### 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 critical awareness and understanding of the international context of ethics;
- 2 demonstrate critical awareness and understanding of the purpose, conceptual basis, functioning and limitations of ethics in international and multinational settings;
- 3 critically evaluate the technical processes involved in the use of ethical thought in international and multinational settings and of possible alternative approaches;
- 4 comprehend, organise, evaluate, interpret and practice business, including taxation, in international and multinational settings;
- 5 critically evaluate, analyse & synthesise material in relation to the ethics of international business.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 demonstrate critical thinking;
- 2 select, organise, develop and synthesise complex material;
- 3 demonstrate problem solving ability;
- 4 plan, work and study independently;
- 5 conduct research into issues on business ethics;
- 6 identify, find, record, organise and manipulate relevant knowledge;
- 7 demonstrate effective oral and written communication

### Method of Assessment

Main assessment methods

Project (3500 words) (90%)  
Project Plan (500 words) (10%).

### Preliminary Reading

Donaldson, T. (1989). *The Ethics of International Business*.  
Oxford: Oxford University Press.

Gowthorpe, C., and Blake, J. (Eds). (2005). *Ethical Issues in Accounting*.  
London: Routledge.

Fisher, C., and Lovell, A. (2009). *Business Ethics & Values, Individual, Corporate and International Perspectives*. 3rd Ed.  
Harlow: FT Prentice Hall.

Morris, D. (2012). *Tax Cheating, Illegal – But Is It Immoral*.  
Albany: State University of New York Press.

Megone, C., and Robinson, S. (Eds). (2005). *Case Histories in Business Ethics*.  
London: Routledge.

McGee, R. (Ed). (2012). *The Ethics of Tax Evasion, Perspectives in Theory & Practice*.  
New York: Springer.

### Synopsis \*

The module provides an understanding of the ethics of cultural, economic, organisational and regulatory issues that arise in an international setting and of the diverse range of methods employed for ethical decision-making by multinational enterprises. Indicative topics are as follows:

- Ethical theories, limitations of ethical theories
- Ethics of self, national and global interest
- Cultural context based ethics
- Ethics of financial and taxation decision making
- Moral imperatives for global financial decisions
- Corporate social responsibility
- UN global compact principles in relation to human rights

## 2018-19 Postgraduate Module Handbook

CB9060	Finance with Excel					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Voukelatos Dr N

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

Individual Coursework (2500 words) (30%)  
Excel Based Project (70%)

### 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.

### Synopsis \*

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

Indicative 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

## 2018-19 Postgraduate Module Handbook

CB9062		Leadership and Change				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Georgellis Prof Y
2	Canterbury	Autumn and Spring	M	15 (7.5)	60% Exam, 40% Coursework	Georgellis Prof Y

### Contact Hours

Contact hours: 36

Private study hours: 114

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 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.
- 2 Undertake advanced communication and negotiation skills that are essential to leading people and organisations, appreciating thereby their global and complex dimensions
- 3 Comprehensively understand and apply the drivers of individual behaviour and performance for creating a motivated and productive workforce.
- 4 Develop and apply leadership skills to manage change in an effective, ethical and responsible way.
- 5 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:

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

### Method of Assessment

Assignment, 2,500 words (20%)

Extended report, 5,000 words (80%)

### 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

### 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.

## 2018-19 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).

## 2018-19 Postgraduate Module Handbook

CB9065	Buyer Decision Making					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Yu Dr Q

### 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 knowledge and understanding of the nature of consumer buying behaviour.
2. Gain knowledge and understanding of the nature of organisational buying behaviour.
3. Understand the contributions that concepts in psychology can make to modelling consumer behaviour and organisational buying behaviour.
4. Build an understanding of how both consumers and organisations make purchasing decisions. This is achieved by exploring both the theoretical and practical implications of macro influences such as culture, social class and micro influences such as motivation, learning, perception and attitudes.
5. Demonstrate critical awareness of the importance of customer relationship and the new tools and techniques for developing customer loyalty and generating customer insights.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 self-manage;
- 2 work with other people from different cultural background;
- 3 work in interdisciplinary areas;
- 4 search, select and screen information;
- 5 identify, critically analyse, and address both academic and practical problems;
- 6 communicate effectively through oral and written presentations.

### Method of Assessment

Main assessment methods

Individual report (3000 words) (60%)  
Group Presentation (40%).

### Preliminary Reading

Evans, M.M., Foxall, G. and Jamal, A. (2009). Consumer Behaviour, 2nd Edition, London: Wiley. (ISBN: 978-0-470-99465-8)  
Hutt, Michael D. and Speh, T.W. (2013). B2B Marketing Management, 11th Edition, USA: South-Western Cengage Learning. (ISBN-13: 978-1-133-18956-5)  
Schiffman, L. and Kanuk, L. (2011). Consumer Behaviour, 10th Edition, Pearson. (ISBN: 0131869604)

### Synopsis \*

Buyer Decision Making has its theoretical underpinning in a number of disciplines emanating from the social sciences, psychology and also economics. We will explore how complex the decision making process can be, how we learn, and what factors influence behaviour, such as situational, personal, societal, cultural and psychological. We will examine individual versus group/organization decision making.

Indicative topics are:

1. Introduction to Buying behaviour
2. Decision Making Theories
3. Motivation and Involvement
4. Learning Theories and Perception
5. Attitude Theories and Consumption
6. Segmentation, Targeting, and Positioning
7. Organizational Buying Behaviour
8. Impression Management
9. Affect, Perceived Risk and Buying Behaviour

## 2018-19 Postgraduate Module Handbook

CB9066		Applied marketing research				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Low Prof B

### 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 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);
- 2 critically evaluate the different research designs and understand their application to marketing problems;
- 3 understand and appraise the nature and operation of the marketing research industry;
- 4 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:

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

### Method of Assessment

Main assessment methods

Group Project (2,500-3000 words) (30%)  
Class Participation (10%)  
Individual Evaluation of a Research Case (3000 – 4000 words) (60%).

### Preliminary Reading

Kent R (2007) Marketing Research: Approaches, Methods and Applications in Europe, Cengage. ISBN: 9781844803279  
Malhotra NK, Birks DF, Wills P (2012) Marketing Research: An Applied Approach, 4th Edition, Pearson. ISBN: 9780273725855  
Wilson A (2012) Marketing Research: An Integrated Approach, 3rd Edition, Prentice Hall/Financial Times. ISBN: 9780273718703  
Zikmund W, Babin B (2010) Exploring Marketing Research, Cengage. ISBN: 9780324788617

### 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 are:

1. What is marketing research
2. Buyers and sellers in the research process
3. The marketing research industry
4. Qualitative and quantitative techniques in marketing research
5. Secondary data and marketing intelligence
6. Observational techniques in marketing research
7. Experiments and test marketing
8. Questionnaire design and implementation
9. Cross cultural issues in marketing research
10. Communicating marketing research results



## 2018-19 Postgraduate Module Handbook

CB9067	Digital Marketing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Laffey Dr D

### 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 Evaluate the role of the Internet and other digital technologies in marketing
- 2 Assess the threats faced in the digital marketing environment
- 3 Appraise the crucial issues in the implementation of digital marketing across different business sectors
- 4 Critically analyse the nature of digital products and the implications this has for marketing
- 5 Evaluate the different methods of attracting and retaining online customers
- 6 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:

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

### Method of Assessment

Main assessment methods

Extended Essay (3500 words) (70%)  
Moodle Quiz 1 (7.5%)  
Moodle Quiz 2 (7.5%)  
Group Presentation (15%)

### 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

### Synopsis \*

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

Indicative 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

## 2018-19 Postgraduate Module Handbook

CB9068		Marketing Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	45 (22.5)	90% Project, 10% Coursework	Low Prof B

### Contact Hours

Total contact hours: 32  
Private study hours: 418  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 conceptualise a research topic or question on marketing, design an appropriate research methodology and clearly articulate this within a report;
- 2 identify and apply appropriate marketing tools and techniques to support the report;
- 3 produce a report in the required format that integrates and communicates knowledge gained from the MSc Marketing programme;
- 4 gained 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:

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

### Method of Assessment

Main assessment methods

Report Proposal (1500 words) (10%)  
Marketing Report (6000 – 8000 words) (90%).

### 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

### Synopsis \*

Indicative topics are:

- Conducting research in marketing
- Identification of marketing management issues and relevant research objectives
- Preparation of a research proposal
- 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

## 2018-19 Postgraduate Module Handbook

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

### 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 critically evaluate and explain acquisition accounting for different methods of business expansion, different types of organisational structures and acquisitions;
- 2 critically explain accounting treatments for a partnership, evaluating the methods used to record changes in partnership membership;
- 3 critically evaluate multi-national accounting in the context of foreign currency transactions and explain issues in financial reporting and translation of foreign entity statements;
- 4 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;
- 5 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;
- 6 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:

- 1 demonstrate critical thinking;
- 2 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;
- 3 select, organise, develop and synthesise complex material;
- 4 demonstrate Numeracy and quantitative skills, including analysing and interpreting data;
- 5 plan, work and study independently;
- 6 demonstrate effective oral and written communication skills.

### Method of Assessment

Main assessment methods

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

### 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.

### 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.

## 2018-19 Postgraduate Module Handbook

CB9072 Human Resource Management Business Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	45 (22.5)	100% Project	Wyatt Dr M

### 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:

- 1 Identify and justify a business issue that is of strategic relevance to the organisation.
- 2 Critically analyse and discuss existing literature, contemporary HR policy and practice relevant to the chosen issue.
- 3 Undertake analysis of quantitative and/or qualitative data.
- 4 Draw realistic and appropriate conclusions and make recommendations based on costed options.
- 5 Produce a report in the required format that integrates and communicates knowledge gained from the MSc in HRM programme.
- 6 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:

- 1 Compare and contrast the relative merits of different research methods and their relevance to different situations.
- 2 Undertake a systematic analysis of quantitative and/or qualitative information and present the results in a clear and consistent format.
- 3 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%)

### 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

Research Methods (CB9048)

### 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.

## 2018-19 Postgraduate Module Handbook

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

### Contact Hours

Lectures and Seminars: 36 hours

### Learning Outcomes

This module will enable students 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;

Demonstrate knowledge of, understanding of, and the ability to 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.

### Method of Assessment

Examination (70%) and coursework (30%) comprising an individual written assignment of 2500 words

### 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

CB8021 Foundations in Finance

### Synopsis \*

- Bank Risk Management: Focuses for analysis
- Asset-Liability Management
- Treasury Target Operating Model and reporting line
- ALM trading and hedging principles
- Banking Book interest-rate risk management
- Derivation of the bank internal funding curve
- The Asset-Liability Committee (ALCO) ToR
- Liquidity risk management: principles and appetite
- Liquidity risk management: risk metrics and limits
- Liquidity risk management: optimum liabilities strategy
- Internal funds pricing and funding policies
- Liquidity reporting and stress testing
- Capital management
- Capital strategy
- Securitisation and balance sheet management
- Investor relations and credit ratings

The rationale and objective of the module:

The module is designed to be a practical real-world, and up-to-date, focus on key risk management aspects within banks. It provides latest knowledge on the field of study and develops relevant skills for students interested in specialising in Banking and Finance. Asset-liability management is the core discipline in banking, and one that must be mastered by every bank worldwide, 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.

Students will gain understanding of current problems and new insights at the forefront of the bank risk management focuses, including latest approaches being introduced and new regulations being applied. The module includes analysis of underlying theories and related applications within the banking environment.

It 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.

## 2018-19 Postgraduate Module Handbook

CB9074	Credit Risk					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	Kume Dr O

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

Group Written Essay (2000 words) (30%)  
Examination, 2 hour (70%)

### 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.

### Synopsis \*

Indicative 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.

## 2018-19 Postgraduate Module Handbook

CB9075	International Financial Markets and Instruments					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Hasan Dr M

### 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 Understand how exchanges and other financial markets operate.
- 2 Compare the range of financial instruments being offered through the financial markets and for what purpose.
- 3 Critically discuss the differences between financial markets in different countries.
- 4 Understand the constraints of similar financial instruments in different countries.
- 5 Select the appropriate financial instrument for the needs of a bank or multinational company.
- 6 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:

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

### Method of Assessment

Main assessment methods

Individual essay (2500 words) (30%)  
Examination, 2 hour (70%)

### 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

### Synopsis \*

Indicative 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, CO<sub>2</sub>, weather, electricity)
- Exchange rate markets

## 2018-19 Postgraduate Module Handbook

<b>CB9077 Research Methods and Skills (Accounting)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Chang Dr L
2	Canterbury	Autumn and Spring	M	15 (7.5)	Pass/Fail Only	Chang Dr L
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	Pass/Fail Only	

### 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:

- 1 identify a topic on which to write a research proposal which is appropriate to the student's degree;
- 2 identify and apply appropriate tools and techniques to support the proposal;
- 3 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;
- 4 specify what data they will need to collect to carry out the report and how they will go about obtaining it;
- 5 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:

- 1 demonstrate critical thinking;
- 2 select, organise, develop and synthesise complex material;
- 3 demonstrate problem solving;
- 4 plan, work and study independently;
- 5 demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- 6 conduct research into accounting and management issues;
- 7 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 Proposal (1000 words) (100%).

### 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

### 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



## 2018-19 Postgraduate Module Handbook

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

### 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:

- 1 identify a topic on which to write a research proposal which is appropriate to the student's degree;
- 2 identify and apply appropriate tools and techniques to support the proposal;
- 3 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;
- 4 specify what data they will need to collect to carry out the report/dissertation and how they will go about obtaining it;
- 5 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:

- 1 demonstrate critical thinking;
- 2 select, organise, develop and synthesise complex material;
- 3 demonstrate problem solving;
- 4 plan, work and study independently;
- 5 demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- 6 conduct research into finance and management issues;
- 7 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%)

### 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/dissertation proposal. Indicative 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

## 2018-19 Postgraduate Module Handbook

CB9079		Business Report in Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
2	Canterbury	Spring	M	45 (22.5)	100% Project	Ransley Mrs A	

### 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:

- 1 identify an appropriate Finance topic on which to write the report;
- 2 identify and apply appropriate tools and techniques to support the report;
- 3 produce a report in the required format that integrates and communicates knowledge gained from the relevant MSc programme;
- 4 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:

- 1 demonstrate critical thinking;
- 2 select, organise, develop and synthesise complex material;
- 3 demonstrate problem solving;
- 4 plan, work and study independently;
- 5 demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- 6 conduct research into finance and management issues;
- 7 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%)

### 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

### 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.

## 2018-19 Postgraduate Module Handbook

CB9080		Business Report in Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	45 (22.5)	100% Project	Cohen Mrs J

### 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:

- 1 identify an appropriate Accounting topic on which to write the report;
- 2 identify and apply appropriate tools and techniques to support the report;
- 3 produce a report in the required format that integrates and communicates knowledge gained from the MSc Finance (International Accounting) programme;
- 4 have gained 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:

- 1 demonstrate critical thinking;
- 2 select, organise, develop and synthesis complex material;
- 3 demonstrate problem solving;
- 4 plan, work and study independently;
- 5 demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- 6 conduct research into accounting and management issues;
- 7 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%).

### 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

### 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.

## 2018-19 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	Khan Dr Z

### 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:

- 1 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;
- 2 demonstrate awareness of the difficulties involved in formulating a meaningful and feasible research question, as well as of the ways of overcoming these difficulties;
- 3 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;
- 4 demonstrate familiarity with learning resources in international business;
- 5 demonstrate familiarity with the literature, theories, concepts and methods relevant to their research topic;
- 6 critically engage with international business phenomena, including the terminology, concepts, theories and methods of international business analysis;
- 7 examine and evaluate different interpretations of international business issues, events and solutions to problems;
- 8 describe, evaluate and apply different approaches involved in collecting, analysing and presenting data relevant to international business;
- 9 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:

- 1 work with theoretical knowledge at the forefront of their discipline;
- 2 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;
- 3 develop a comprehensive understanding of methods and methodologies in their discipline;
- 4 undertake analysis of complex, incomplete or contradictory areas of knowledge;
- 5 develop a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- 6 become reflective and self-critical in their research work;
- 7 engage in academic and professional communication;
- 8 develop independent learning ability required for continuing professional study.

### Method of Assessment

Main assessment methods

Project (10000 - 15000 words) (100%)

### Preliminary Reading

The research reading list will vary according to topic, but the following list is indicative of the list 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. & Burgess, R. (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 <span style =

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.

## 2018-19 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	Liu Prof W

### 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:

- 1 Demonstrate a systematic understanding of the range of activities in performance evaluation, mainly adopting quantitative approaches.
- 2 Demonstrate a comprehensive understanding of the suitable quantitative approaches used in performance evaluations (and related areas).
- 3 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:

- 1 Understand originality in the application of quantitative and qualitative approaches to the evaluation of the performance of organisations.
- 2 Critically and creatively apply SSM to performance management and other complex problem.
- 3 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%).

### 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.

### Synopsis \*

The curriculum aims to provide key learning materials for systematic understanding of the important quantitative and qualitative approaches used in performance management. Indicative topics are:

1. Introductions to basic concepts and theories of performance management, which include key concept of performance management, performance measurements and indicators, classic approaches in performance management such as the Balanced Scorecard, and Analytic Hierarchy Process.
2. Performance management approaches in practices, which include Soft Systems Methodology (SSM), development of 3E indicator system, and how to set up performance management system by applying Balanced Scorecard. Performance evaluation and benchmarking methods: Data Envelopment Analysis (DEA), which include 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	Acquaye Dr A

### Contact Hours

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

## 2018-19 Postgraduate Module Handbook

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 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.
- 2 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.
- 3 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.
- 4 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:

- 1 Critically analyse complex issues systematically and creatively.
- 2 Comprehensively understand and self-manage work in a complex and interdisciplinary context.
- 3 Plan and implement solutions that can deliver actionable results to tackle and solve problems.
- 4 Learn through reflection and to develop new skills to a high level.
- 5 Communicate effectively both orally and in writing the evaluation and the critiques of models and methods.

### Method of Assessment

- \* Group presentation, 20-25 mins (10%)
- \* Executive summary, 500 words (10%)
- \* VLE test, 40 min (20%)
- \* Essay, 3,000 words (60%)

### 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

### 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.

## 2018-19 Postgraduate Module Handbook

<b>CB9099 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)	100% Coursework	Flowers Prof S

### Contact Hours

Contact hours: 36

Private Study hours: 114

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Critically evaluate key innovation management approaches and tools for improving management practice within a global context
- 2 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
- 3 Develop and critically reflect on an implementation plan for an innovation management project.
- 4 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:

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

### Method of Assessment

Group presentation, 20 minutes (10%)

Individual report, 3,000 words (90%)

### 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)

### Synopsis <span style =

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.

## 2018-19 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

Group Written Report (3000 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	Punjaisri Dr K



## 2018-19 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 (3000 words) (70%)

### Preliminary Reading

Essential reading

Hookey, 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

## 2018-19 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	Laker Dr B

### 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 (3000 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

## 2018-19 Postgraduate Module Handbook

CB9107 Strategic and Sustainable Procurement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Spiegler Dr V

### 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 and benefits of procurement within an organisation and examine its influences upon other supply chain management activities.
2. Demonstrate holistic understanding of the relevance and impact of sustainability throughout the procurement cycle.
3. Critically evaluate information from buyers and suppliers to devise strategic and sustainable sourcing and marketing decisions.
4. Demonstrate a deep and elaborate understanding of key motivating factors for offshoring decisions and how to evaluate and source from international suppliers.
5. Understand the theoretical and practical nature of outsourcing negotiations and contract management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate the ability to research a topic independently to extract and synthesise information from a range of academic and online sources.
2. Critically evaluate and interpret information from a variety of sources to formulate and support a well-reasoned and structured line of argument;
3. 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.
4. Communicate effectively through group discussion and oral presentations.

### Method of Assessment

Main assessment methods

Group Presentation (20%)  
Group Report (1000 words) (10%)  
Individual Essay (2500 words) (70%).

### Preliminary Reading

Axelsson, B.; Rozemeijer, F. and Wynstra, F. (2005). *Developing Sourcing Capabilities: Creating Strategic Change in Purchasing and Supply Management*, Hoboken, NJ: Wiley  
Baily, P.; Farmer, D.; Crocker, B.; Jessop, D. and Jones, D. (2015). *Procurement, Principles & Management* (11th ed.), Harlow: Pearson Education  
Burt, D. N.; Petcavage, S. D. and Pinkerton, R. L. (2012). *Proactive Purchasing in the Supply Chain*, New York: McGraw Hill  
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

### Synopsis \*

The aim of this module is to enable learners to understand the trends and challenges of supply management within an organisation and to comprehend the strategic role of procurement in supply chain management in today's global 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 aspects of procurement:

1. Procurement strategy, tactics and operations. This part starts by introducing and distinguishing key terminologies, such as procurement, purchasing, in/outsourcing and offshoring. It will also discuss the dynamics of make-or-buy decisions, how suppliers build sourcing competences and capabilities, how buyers strategically select suppliers and manage their relationship effectively.
2. Key procurement issues. This part will cover current procurement issues, such as pitfalls in outsourcing and protectionism and de-globalisation trends, pressures for time compression, sustainability and corporate social responsibility.
3. Procurement applications. In this part, students will have the opportunity to compare procurement applications in different contexts, for instance 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.

## 2018-19 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	Amankwah-Amoah Dr J

### 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 (3000 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

## 2018-19 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	Amankwah-Amoah Dr J

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

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	Badewi Dr A

### Contact Hours

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

## 2018-19 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 (3000 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.

## 2018-19 Postgraduate Module Handbook

CB9116		Project in Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Project	Oberoi Dr J

### 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 (5000 - 6000 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.

## 2018-19 Postgraduate Module Handbook

<b>CB9117</b>		<b>Investment Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Van der Bijl Mrs L

### 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) (30%)  
Examination, 2 hours (70%)

### 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



## 2018-19 Postgraduate Module Handbook

CB9118	Portfolio Theory and Asset Pricing Models					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	Oberoi Dr J

### 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 Essay (2000 words) (30%)

Examination, 2 hours (70%)

### Preliminary Reading

\* Cochrane, J. (2001), Asset Pricing, Revised Edition, Princeton, NJ: Princeton University 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.

### Synopsis >

Indicative topics include:

- \* Measures of investment risk and the assumptions underlying the investment returns.
- \* Assumptions of mean-variance portfolio theory and its principal results.
- \* Utility functions, first and second order dominance, and calculations using commonly used utility functions to compare investment opportunities.
- \* Single and multifactor models of asset returns.
- \* The various forms of the Efficient Markets Hypothesis and the evidence for and against the hypothesis.
- \* Asset pricing models.
- \* Stochastic models of the behaviour of security prices and discuss the main theoretical and practical issues in setting up such models.
- \* Brownian motion (or Wiener Processes).

## 2018-19 Postgraduate Module Handbook

CB9119		Contemporary Fund Management				
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

## 2018-19 Postgraduate Module Handbook

CB9121	Mathematics of Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Tunaru Prof R

### 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 (2500 words) (30%)

Examination, 2 hours (70%)

### Preliminary Reading

Adams, A., Booth, P., Bowie D., & Freeth D. (2003). Investment Mathematics. Chichester: John Wiley & Sons.

Cvitanić, 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.

## 2018-19 Postgraduate Module Handbook

<b>CB9122</b>		<b>Leadership and Change Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	Abreu Pederzini Dr G

### 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 (3000 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.

## 2018-19 Postgraduate Module Handbook

<b>CB9123 Professional Skills and Employability Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	M	15 (7.5)	100% Coursework	Kemp Mrs D

### 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:

- 1 Reflect critically upon own professional skills and employability prospects.
- 2 Develop advanced knowledge of leadership skills in business and management linked to their career ambitions.
- 3 Demonstrate independent learning ability required for continuing professional development.
- 4 Demonstrate an advanced knowledge of relevant 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:

- 1 Critically evaluate and develop personal objectives for academic and career development.
2. Critically evaluate their own learning for the development of professional and employability skills.
- 3 Compose documents and communications with advanced academic writing skills.
- 4 Synthesise complex information and make sound judgments to communicate to a range of audiences.

### Method of Assessment

Main assessment methods

Individual Reflective Essay (2000 words) (50%)  
Personal Pitch (10 minutes oral presentation & Q+A) (50%)

### 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. Subjects covered will typically include:

- Employability skills
- Personal skills analysis
- Management skills development
- Insights into Business Management Career opportunities
- Navigating the job application process: Psychometric tests, interviews, assessment centres, and presentations
- Finding your consultancy project/internship

## 2018-19 Postgraduate Module Handbook

CB9124		Accounting and Financial Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	Katsikas Dr E

### 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%)

### 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 \*

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.

## 2018-19 Postgraduate Module Handbook

CB9125		Consultancy Skills and Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	Garcia Prof M

### 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%)  
Group Based Consultancy Report (max 40 slides) (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 <span style =

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.

## 2018-19 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	Van der Bijl Mrs L

### 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 the theory in business economics
- 2 Show a comprehensive understanding of the complex techniques applicable to solve problems in business 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 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 Essay (2000 words) (30%)  
Examination, 2 hours (70%)

### Preliminary Reading

Begg, D. and Ward, D. (2016) Economics for Business, 5th Ed., Maidenhead: McGraw Hill

Sloman, J., Garratt, D., Guest, J. and Jones, E. (2016) Economics for Business 7th Ed., Harlow: Pearson Education Ltd

### 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.



## 2018-19 Postgraduate Module Handbook

CB9128 Corporate Strategy and Performance Measurement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	Zigan Dr K

### 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 of the theoretical frameworks and processes in strategic management and performance measurement.
- 2 Critically apply appropriate strategic frameworks to plan and monitor corporate performance.
- 3 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.
- 4 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:

- 1 Deal with complex issues both systematically and creatively.
- 2 Apply a variety of problem solving tools and methods both autonomously and collaboratively.
- 3 Effectively communicate their conclusions, and the thinking underlying them, in verbal and written form.
- 4 Demonstrate an ability to work pro-actively with others to formulate solutions.

### Method of Assessment

Main assessment methods

Group Written Report (3000 words) (40%)  
Examination, 2 hours (60%)

### Preliminary Reading

Bourne, M. and Bourne, P. (2011). Handbook of corporate performance management. Chichester: Wiley.

Johnson et al. (2014). Exploring Strategy. Text and Cases. 10th edn. Harlow: Pearson Education Ltd.

Lampel, J.; Mintzberg, H.; Quinn, J. and Ghoshal S. (2014). The strategy process- Concepts, contexts and cases. 5th edn. Harlow: Pearson Education Ltd.

Simons, R. (2013). Performance measurement and control systems for implementing strategy. Harlow: Pearson Education Ltd.

### Synopsis \*

This module aims to provide an understanding of the role of strategic management in organisations, relating to the strategic analysis, decision-making and processes within and between organisations. Indicative topics are: defining corporate strategy; the strategy context; strategy formulation; resource-based strategy; corporate and business strategy; performance measurement (tools and techniques).

## 2018-19 Postgraduate Module Handbook

CB9129		Quantitative Research Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Panopoulou Prof E

### 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 a systematic knowledge and understanding of the use of quantitative techniques for application to problems in a social science context.
- 2 Demonstrate a comprehensive understanding of techniques applicable to undertake statistical investigation of financial data.
- 3 Identify and utilise appropriate statistical techniques to apply to complex social science research problems.
- 4 Critically evaluate and apply quantitative techniques for solving problems within a social science context.
- 5 Analyse and interpret results derived from complex statistical models / quantitative techniques.
- 6 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:

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

### Method of Assessment

Main assessment methods

Presentation (20%)  
Individual Empirical Project (3000 words) (80%)

### Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A., Freeman, J. and Shoemith, 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.

### Synopsis \*

This module introduces students to quantitative research in social sciences. It will provide advanced quantitative training within this field. Indicative 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)

## 2018-19 Postgraduate Module Handbook

CB9130		Socially Responsible Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	Seitanidi Dr M

### 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 (3000 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

## 2018-19 Postgraduate Module Handbook

<b>CB9133</b>		<b>Digital Marketing Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	Liu Dr YL

### 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</b>		<b>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

## 2018-19 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	Krasonikolakis Dr I

### 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

### 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.

<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

100% coursework

### 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

## 2018-19 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% Coursework, 40% Exam	Gutierrez Mendoza Dr A
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	Gutierrez Mendoza Dr A

### Availability

2018/19

### Contact Hours

25 hours lectures and seminars

### Learning Outcomes

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.

### Method of Assessment

60% Examination/40% coursework

### Preliminary Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital Marketing: Strategy, Implementation and Practice. 6th Edition. Pearson. ISBN-10: 1292077611

### 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 off line marketing programmes and campaigns.

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.

## 2018-19 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)	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

60% examination/40% coursework

### 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.

## 2018-19 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	Gutierrez Mendoza Dr A

### 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

100% coursework

### 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	Gutierrez Mendoza Dr A

### Availability

2018/19

### 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

100% coursework

### 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.



## 2018-19 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	Liu Dr YL

### 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

100% coursework

### 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.

## 2018-19 Postgraduate Module Handbook

CB9143		Financial Analysis for Decision Making				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Ransley Mrs A

### Contact Hours

Contact hours: 36

Private study hours: 114

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

1 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.

2 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.

3 Analyse complex data, using a range of financial tools available to support investment appraisal and be able to interpret the implications for decision-making.

4 Demonstrate understanding of a range of stakeholders' perspectives

5 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:

1 Structure, develop and defend complex and original arguments.

2 Critically analyse structured and unstructured problems.

3 Apply quantitative techniques for solving complex problems within a finance context.

4 Communicate effectively, using appropriate formats

5 Work effectively in a team environment

### Method of Assessment

Group presentation, 20 min (40%)

Individual report, 2,000 words (60%)

### 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

### 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.

## 2018-19 Postgraduate Module Handbook

<b>CB9144 Global Strategic Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Stone Dr Z

### Contact Hours

Private Study hours: 114

Contact hours: 36

Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate systematic understanding of areas which are fundamental to the development of successful strategy in the global context and a critical awareness of the effects of organisational context, structure and culture on global strategy implementation for innovation, creation and growth of new ventures, and sustainable organisational performance.
- 2 Integrate global strategic thinking into the holistic management of a multinational organisation
- 3 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
- 4 Demonstrate an ability to assess the complexities of strategic decision making and effectively play their part in managing resources across national boundaries

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Work effectively in groups and teams in a multicultural setting
- 2 Problem solve and making decisions through the analysis of problems and identification of appropriate solutions
- 3 Apply critical thinking skills and working with complex material
- 4 Study independently and utilise resources effectively
- 5 Scan and organise data, extract abstract meaning from information and share knowledge with others

### Method of Assessment

Group presentation, 25-30 min (20%)

Individual Report, 3,000 words (80%)

### Preliminary Reading

- 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*

### Synopsis \*

The module will cover a variety of aspects focusing on the global 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 its determinants
- 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

<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	Choksy Dr U

### Contact Hours

Contact hours: 36

Private study hours: 114

Total hours: 150

## 2018-19 Postgraduate Module Handbook

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate a comprehensive understanding of the structure, governance dynamics, and regulatory environment of global value chains
- 2 Critically analyse the techniques of mapping different global value chains through application of real-world industries.
- 3 Demonstrate a conceptual understanding of the economic, social, and environmental implications of GVCs on developing economies through illustration of real-world examples
- 4 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:

- 1 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
- 2 Select, organise, develop and synthesise complex material
- 3 Demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions.
- 4 Plan, work and study independently and to use resources in a way which reflects best current practice and anticipated future practice
- 5 Demonstrate integrative capability to communicate and co-ordinate or eventually lead a team of multifunctional specialists.

### Method of Assessment

Individual Essay, 2500 words. (50%)

Group report, 3000 words (30%)

Group presentation 15 minutes presentation and 10-15 minutes Q&A session (20%)

### Preliminary Reading

Essential Reading:

Dicken, P., (2015). Global shift: Mapping the changing contours of the world economy. 7th Edition, New York: The Guilford Press.

Recommended Reading:

Coe, N. M., & Yeung, H. W.-C. (2015). Global Production Networks: Theorizing Economic Development in an Interconnected World. Oxford: Oxford University 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.

## 2018-19 Postgraduate Module Handbook

<b>CB9163</b>		<b>Business Skills and Personal Development</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	15 (7.5)	Pass/Fail Only	Papadopoulos Prof A

### Contact Hours

Workshops – 120 hours

Private study – 30 hours

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Analyse and reflect on a range of key business, consultancy, employability, and volunteering skills in the context of personal and transformational leadership development;
- 2 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;
- 3 Critically reflect upon own personal preferences and practice skills allowing for enhanced personal insight into coping with and managing change responsibly;
- 4 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:

- 1 Research a topic independently to extract and synthesise information from a range of academic and online sources;
- 2 Make informed judgements to distinguish between fact and opinion, what is relevant and what is not and between opposing views based upon conflicting evidence;
- 3 Critically evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- 4 Research, identify, find, record, organise and manipulate knowledge and innovative ideas relevant to the development and management of organisations.
- 5 Demonstrate in-depth numeracy and quantitative skills including the use of models of business situations; business simulations and qualitative research skills;

### Method of Assessment

Individual reflective report – 5000 words – pass/fail (80%)

Workshop participation – pass/fail (20%)

### 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

## 2018-19 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:

Negotiation Skills

Consultancy Week

Business Simulation

Induction

1 to 1 executive coaching

Strategic job hunting sessions

International trip

Guest Speaker Series (in collaboration with various organisations and clubs)

Networking events including Business Soundbites events and the Kent Business Summit

## 2018-19 Postgraduate Module Handbook

CB9164		Business Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	45 (22.5)	90% Project, 10% Coursework	Chau Dr V

### Contact Hours

Total contact hours: 24  
Private study hours: 426  
Total study hours: 450

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Identify an appropriate business topic on which to write the report.
- 2 Identify and apply advanced tools and techniques to support the report.
- 3 Produce a report in the required format that systematically integrates and communicates knowledge gained from the MSc International Business and Management programme.
- 4 Demonstrate a deep understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced competence in numeracy and quantitative skills including the use of models of business situations, qualitative research skills.
- 2 Conduct critical research into business and management issues.
- 3 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%)

### 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 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

## 2018-19 Postgraduate Module Handbook

<b>CB921 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	O'Hanley Dr J

### 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. Appreciate the nature of modelling and how real-world systems may be represented in mathematical form and realised on a computer.
2. Determine when a realistic problem is in non-standard form and represent it quantitatively using a computer.
3. Use the quantitative and statistical facilities of industry-standard spreadsheet software.
4. Build spreadsheet models for the analysis of real-world problems using the approaches and methodology of Operational Research.
5. Undertake analyses of practical problems using the VBA programming language.
6. 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:

1. Communicate technical results effectively to both technical experts and non-specialist managers.
2. Work effectively in groups in order to analyse a complex problem, share work efficiently and produce well-coordinated presentational material.
3. Write a project report based on the use of computer tools to solve a realistic management problem, incorporating suitable presentational and graphical devices.
4. Use computer tools to solve practical problems of direct relevance to management.
5. Use creativity and independent thinking in building models to analyse complex situations.

### Method of Assessment

Main assessment methods

Assignment - Group Spreadsheet Modelling (40%)

Assignment – Developing VBA Support System (40%)

Test – VBA Test (20%).

### 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

#### 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:

1. 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).
2. 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.



## 2018-19 Postgraduate Module Handbook

CB924		Heuristic Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Autumn and Spring	M	10 (5)	100% Coursework	
4	Hong Kong Baptist University	Autumn and Spring	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.

<b>CB927</b>		<b>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 Managing Operations and Services</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Kotiadis Dr K

### 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. Understand and evaluate the importance of customer orientation and its strategic and operational role in gaining competitive advantage.
2. Understand and evaluate the inter-relationship between operations and marketing.
3. Develop a capacity for analysing and improving operating problems.
4. Critically evaluate the benefits and disadvantages of existing and proposed new service and manufacturing delivery systems.
5. Create and maintain the necessary conditions for productive work.
6. Utilise different approaches to operations design, with regard to what wins and loses orders in the market place.
7. Understand current issues in operations management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Negotiate and work with peers.
2. Work under own initiative.
3. Work with others.
4. Identify and address problems.
5. Present a logical case/argument.

### Method of Assessment

Main assessment methods:

Online Moodle Test (20%)  
Group Presentation (30%)  
Individual written report (3000 words) (50%).

### Preliminary Reading

The main text for this module is:

Hill, A. and Hill, T. (2011), Essential Operations Management, Palgrave Macmillan

### Synopsis \*

The operations function is of vital importance in a wide variety of today's organisations whether manufacturing or service oriented, public or private, small or large. This module focusses on how organisations produce goods and services that meet customer's expectations. It is concerned with the effective and efficient use of resources and their transformation processes.

The aims of the module are four-fold:

1. To describe the overall operations and service management task, market requirements and the development of business and operations strategies
2. To identify how operations and service management can deliver real competitive advantage
3. To develop a capacity for analysing operations management problems using appropriate techniques
4. To allow students to develop their personal learning skills, group working skills, and their ability to critically analyse problems in operations and service sector

## 2018-19 Postgraduate Module Handbook

CB933		Marketing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Low Prof B

### 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 Evaluate market opportunities and develop strategic and tactical responses.
- 2 Critically assess and evaluate the application of marketing concepts, models and theories
- 3 Critically analyse the use of marketing mix tools for the purposes of marketing planning.
- 4 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:

- 1 Communicate effectively both orally and in writing
- 2 Work under their own initiative.
- 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

Individual Case Study/Report (3000 words) (65%)  
Mid- term quiz (25%)  
Seminar Participation (10%).

### 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.

### Synopsis \*

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

## 2018-19 Postgraduate Module Handbook

CB934		Strategy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	Phillips Prof P

### 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 Compare and contrast the main conceptual strategy frameworks.
- 2 Apply these frameworks appropriately to actual organisational situations.
- 3 Appreciate the complexity of strategy information.
- 4 Understand current issues in strategic management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

Multiple Choice Test (20%)  
Group Case Analysis (3000 words) (20%)  
Examination, 3 hour (60%)

### Preliminary Reading

Core Text: Campbell, D, Edgar, D., Stonehouse, G. (2011), Business Strategy: An Introduction, 3rd Ed., Palgrave MacMillan.

Other Recommended Texts:

Coulter, Mary (2007) Strategic Management in Action, 4th Ed, Pearson

Johnson, G., Scholes, K., Whittington, R (2007), Exploring Corporate Strategy, 8th Ed, Prentice Hall

### Synopsis \*

The strategy module has two main learning components:

- Acquiring theory and concepts in strategy and strategic management.
- Application of theory and concepts to the analysis of organisations.

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.

What actions can employees pursue in order to attain superior performance for their organisation relative to their competitors? 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 contexts and in different types and styles of organisations, including non-profit and public sector organisations.

Indicative topics include:

- What is Strategy, and Why is it Important?
- The Context of Strategy
- Competitive Strategy and Strategic Choices
- Resource Based Strategy
- Managing Strategic Change
- Corporate Social Responsibility
- Strategy in the Food sector

## 2018-19 Postgraduate Module Handbook

<b>CB935 Organisational Behaviour and Human Resource Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Georgellis Prof Y

### 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 understanding of organisational processes relevant for their employment in a variety of work settings
- 2 Analyse key aspects of organisational behaviour and human resource management in different business and corporate settings.
- 3 Demonstrate a critical understanding of the key concepts, theories, policies and procedures that are commonly used by organisations in managing human resources.
- 4 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.
- 5 Recognise that the management of people is a function and task of all managers, not only personnel specialists.
- 6 Identify current issues in organisational behaviour and human resource management.

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

- 1 Work in groups.
- 2 Research sources of academic data (journals, on-line databases etc.).
- 3 Critically engage with academic and practitioner literature.
- 4 Analyse case studies.

### Method of Assessment

Main assessment methods

Individual essay - 3000 words (80%)  
Group Presentation (20 %)

### Preliminary Reading

Recommended Texts:

- \* Baron, J.N. and Kreps, D.M. (1999) Strategic Human Resources: Frameworks for General Managers. John Wiley and Sons.
- \* Bratton, J. and Gold, J. (2007) Human Resource Management: Theory and Practice. Palgrave Macmillan, (4th edition).
- \* Kramar, R. and Syed, J. (2010). Human Resource Management in a Global Context: A Critical Approach. Palgrave Macmillan. (in press).
- \* Kramar, R. & Syed, J. (2012). Human Resource Management in a Global Context: a critical approach. Basingstoke: Palgrave MacMillan.

### Synopsis \*

Indicative topics are:

- Introduction to OB and HRM
- Strategic HRM
- Performance Management
- Strategic Recruitment and Selection
- Diversity and Equal Opportunity in the Workplace
- Organisational Culture and International HRM
- Reward Management
- Learning and Training at Work

<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	Stoian Dr C

### Contact Hours

Lectures: 12  
Seminars: 12

Total: 24 hours

## 2018-19 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 identify the main differences between domestic business and business in an international perspective;
- 2 review the main implications of globalisation on countries, companies and consumers;
- 3 define and explain main concepts in international business such as "multinational corporation", "internationalisation process";
- 4 recognise the major ideas and theories from international business and apply these to selected real world cases;
- 5 identify the main screening tools in choosing a target market for internationalisation;
- 6 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;
- 7 identify and explain the role and impact of international organisations on international business;
- 8 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;
- 9 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;
- 10 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:

- 1 negotiate and work with peers;
- 2 work under own initiative;
- 3 work with others;
- 4 take a synoptic view of business;
- 5 address problems;
- 6 present a logical case/argument

### Method of Assessment

Main assessment methods

- In-course Test (20%)
- Group Report (3500 words) (20%)
- Examination, 3 hours (60%).

### 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

### 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

## 2018-19 Postgraduate Module Handbook

<b>CB937</b>		<b>Financial and Management Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Bigoni Dr M

### 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 the link between business and accounting and the principles upon which accounting is based
- 2 Critically evaluate the relationship of financial reporting to the management process
- 3 Understand the role, relevance and responsibilities of the various parties in the corporate governance process
- 4 Analyse and critically evaluate, corporate financial statements and the management of the cash cycle
- 5 Demonstrate an in-depth understanding of the differences between financial accounting and management accounting
- 6 Demonstrate a systematic understanding of relevant costs and benefits for decisions (both short and long term)
- 7 Demonstrate an in-depth understanding of the budgetary process and its managerial role

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
- 5 Work effectively with others

### Method of Assessment

Main assessment methods

Individual Financial Statement Analysis (1500 words) (70%)

The Balanced Scorecard – Group report (3000 words) and individual reflective account (300 words) (30%).

### Preliminary Reading

Atrill, P. and McLaney, E., Accounting and Finance for Non-Specialists (6th Ed 2010), FT Prentice Hall  
Collier, P. M., Accounting for Managers (3rd Ed 2009) Wiley Publishing

### Synopsis \*

The indicative module content is as follows

- The nature and purpose of accounting and its management interface
- Concepts underpinning accounting systems and financial statements
- The construction of the primary financial statements and their interpretation and evaluation
- The regulatory framework of financial reporting
- Corporate governance
- The cash cycle and its management.
- Classification and behaviour of costs
- Short-term decision techniques
- Costing systems and costing for overhead expenditure
- Budgeting and the budgetary process
- Accounting control information
- Investment appraisal
- Responsibility accounting systems and performance appraisal measures, including the Balanced score card.



## 2018-19 Postgraduate Module Handbook

<b>CB940 Introduction to Strategy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

### Learning Outcomes

On completion of this module students will be able to demonstrate knowledge and understanding of, and the ability to implement, concepts and techniques relating to:

- The economic framework of enterprises
- The legal structures and regulation of enterprises
- Corporate ethics and governance
- Stakeholder analysis
- The interface between government and business
- The monitoring and forecasting of environmental change

### Method of Assessment

Examination (60%) and coursework (40%) comprising a group report.

### Preliminary Reading

Key Text: Wetherly, P and Otter, D (2011), *The Business Environment: Themes and Issues* (2nd Ed) Oxford University Press.

Palmer, A. and Hartley, B. (2008), *The Business Environment* (6th Ed), McGraw Hill. ISBN: 007711972X

Atkinson, B. and Miller, R. (1998), *Business Economics*, Addison Wesley Longman.

Audretsch, D.B. and Thurik, A.R. (2001), "What's New about the New Economy? Sources of Growth in the Managed and Entrepreneurial Economies", *Industrial and Corporate Change* 10(1): 267-315.

Begg, D. Fischer, S. and Dornbusch, R. (2002), *Economics*, (7th Ed), McGraw Hill.

Worthington I. and Britton C. (2003) *The Business Environment*, (4th Ed), FT Prentice Hall.

Douma, S. and Schreuder, H. (2002), *Economic Approaches to Organisations* (2nd Ed), Prentice Hall.

Monks, A.G. and Minow, N. (Eds) (2003), *Corporate Governance* (3rd Ed), Blackwell Publishers.

Palmer, A. and Hartley, B. (2008), *The Business Environment* (6th Ed), McGraw Hill.

Shapiro C. and Varian H. (1999), *Information Rules: A Strategic Guide for the Network Economy*, Harvard Business School Press.

### Synopsis \*

Module aims:

- To explain the economic framework of enterprises
- To show the importance of legal structures and regulation of enterprises
- To show the importance of corporate ethics and governance
- To explain stakeholder analysis
- To explain the interface between government and business
- To show the importance of the monitoring and forecasting of environmental change

Module content:

- Categorising and analysing the environment
- The changing environment and uncertainty
- The market economy
- Market structures
- Supply and demand
- The economics of networks
- Transaction cost economics
- Stakeholder value concepts
- Principles and mechanisms of corporate governance
- Business ethics and corporate responsibility

## 2018-19 Postgraduate Module Handbook

<b>CB941</b>		<b>Strategic People Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Koch Dr M (KBS)

### Contact Hours

Contact hours: 36

Private Study: 114

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Critically assess and evaluate the key concepts, theories, policies and procedures that are commonly used by organisations in managing diverse stakeholder groups.
- 2 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.
- 3 Critically evaluate the roles of non-HRM specialists in the management of people
- 4 Develop a systematic understanding of the organisational processes relevant for employment of people in a variety of work settings
- 5 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:

- 1 Critically analyse and solve problems systematically and creatively
- 2 Self-manage work in a complex and interdisciplinary context
- 3 Develop the ability to learn through critical reflection on practice and experience
- 4 Be self-aware, identify areas for self-improvement and generate solutions autonomously
- 5 Communicate effectively both orally and in writing

### Method of Assessment

Group presentation, 15 min (20%)

Individual report, 3,000 words (80%)

### 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.

## 2018-19 Postgraduate Module Handbook

### Synopsis \*

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

## 2018-19 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	

### 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

## 2018-19 Postgraduate Module Handbook

<b>CB943</b>		<b>Operations Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Papadopoulos Prof A

### Contact Hours

Contact hours: 36

Private study hours: 114

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate an in-depth understanding of the main issues in the management of operations in local and global context
- 2 Demonstrate a comprehensive understanding of the current roles of operations managers within an international, complex, and constantly changing context
- 3 Apply operations management concepts, techniques and tools successfully.
- 4 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
- 5 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:

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

### Method of Assessment

Group presentation, 20 minutes (20%)

Individual report, 2,000 words (80%)

### 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.

## 2018-19 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

## 2018-19 Postgraduate Module Handbook

<b>CB944</b>		<b>Marketing Analysis and Planning</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Chrysochoidis Prof G

### Learning Outcomes

On completion of this module students will be able to demonstrate knowledge and understanding of, and the ability to implement concepts and techniques relating to:

- Apply marketing theory and concepts to a variety of market and business situations.
- Identify and evaluate marketing data and marketing information sources.
- Analyse marketing opportunities; including customer analysis, competitor analysis and evaluation of innovative marketing approaches.
- Determine marketing objectives and develop marketing strategies based on analysis of the market and an understanding of buyer behaviour.
- Develop creative solutions to marketing challenges as part of a team.
- Integrate strategic and operational marketing decisions within the wider business context.

### Method of Assessment

Examination (60%) and coursework (40%) comprising 2 components: a group presentation (20%) and a group written report (20%).

### Preliminary Reading

Key Text: Kotler, Keller, Brady, Goodman and Hansen (2012), Marketing Management, 2nd Edition, Pearson Prentice Hall. ISBN 9780273743613.

Hooley, G., Piercy, F., and Nicolaud, B. (2012), Marketing Strategy and Competitive Positioning. 5th Edition. Prentice Hall.

Hartley, Robert (2009), Marketing Mistakes and Successes, 11th edition, Wiley: Chichester, New York.

Kotler, P., Armstrong, G., (2008), "Principles of Marketing", 13th Edition (or earlier), Pearson.

Solomon M, Marshall G, Stuart E, Barnes B, Mitchell (2009), Marketing: Real People, Real Decisions, First European Edition, Pearson Prentice Hall.

### Synopsis \*

Topics in this module will include:

- A Marketing Orientation and Identifying Marketing Opportunities
- Understanding Customers and Competitors
- Product and Brand Management
- Channels of Distribution
- Pricing
- Communicating with Customers
- Marketing Strategy and Planning

<b>CB945 Contemporary Issues in Strategic Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
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



Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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### 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

## 2018-19 Postgraduate Module Handbook

<b>CB950 Personal Skills Development MSc Suite</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	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.

## 2018-19 Postgraduate Module Handbook

<b>CB951</b>		<b>Business Report MSc Suite</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	M	30 (15)	90% Project, 10% Coursework	

### Contact Hours

Lectures: 12

Seminars: 12

Total: 24 hours

### Learning Outcomes

By the end of this 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 Masters of Management programme.
- Achieve a deeper understanding of, and competency in, the individual project domains.
- Achieve competence in numeracy and quantitative skills including the use of models of business situations and/or 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

business report proposal (10%) and business report of 6000-8000 words (90%).

### Preliminary Reading

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

G. Lancaster (2004), Research Methods in Management, Elsevier.

Cooper, D.R., and P. S. Schindler (2008), Business Research Methods, 10th International Ed, McGraw Hill.

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

J. Seely (2002), Writing Reports, Oxford University Press, New York.

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

Seely, J, (2002), Writing Reports, Oxford University Press.

### 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

## 2018-19 Postgraduate Module Handbook

CB952		Integrated Marketing Communications				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	80% Project, 20% Coursework	Petrovici Dr D

### 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 systematic understanding of marketing communications theories and concepts;
- 2 deploy techniques to advertise new products to the market based on a case study;
- 3 write a Marketing Communications Plan which integrates the advertisement into a comprehensive new-product launch campaign;
- 4 integrate the theory-based marketing decisions with budget management, operational planning, group management and decision-making;
- 5 critically evaluate marketing communications tools using a variety of case studies;
- 6 apply the theory to develop analytical and decision-making skills in marketing communications applications;
- 7 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:

- 1 demonstrate self-management skills;
- 2 exercise personal responsibility and decision-making;
- 3 work with others people from different cultural backgrounds;
- 4 analyse and synthesise marketing communication issues;
- 5 identify and critically analyse topics in marketing communications;
- 6 communicate effectively through oral and written presentations.

### Method of Assessment

100% coursework comprising 2 components: an individual report of 4500 words (80%) and a group presentation (20%).

### Preliminary Reading

Fill, C., (2009), Marketing Communications: Interactivity, Communities and Content, 5th ed., London, Prentice Hall.

Pickton, D. and Broderick, A. (2005) Integrated Marketing Communications, 2nd ed., London, Prentice Hall.

Pickton, D. and Broderick, A. (2005) Integrated Marketing Communications, 2nd ed., London, Prentice Hall.

### Synopsis \*

Indicative topics are:

1. The communications process
2. Advertising
3. Strategy and media planning
4. Image, brand management and packaging
5. Direct marketing
6. Digital and interactive media
7. Sales promotion, merchandising and point of sale
8. Public relations and corporate identity
9. Exhibitions, trade shows, product placement and sponsorship
10. Personal selling and sales management

## 2018-19 Postgraduate Module Handbook

<b>CB953</b>		<b>International Marketing Strategy</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	Mwiti Dr F

### 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 understand international markets' socio-economic, legal and technological conditions;
- 2 identify international market trends and consumer preferences in different cultural and socio-economic environments;
- 3 recognise and appraise appropriate frameworks and concepts suited to the formulation of marketing strategies for international contexts;
- 4 develop and evaluate alternative marketing programmes to suit specific international marketing contexts;
- 5 understand the cultural and ethical issues of marketing activities in different countries;
- 6 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:

- 1 think critically and creatively about opportunities emerging 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 in international market contexts;
- 4 communicate to an audience of peers a business report or academic essay of topics in international marketing;
- 5 recognise and summarise the concepts, processes and institutions relevant to international marketing of goods and/or services;
- 6 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%).

### 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

CB933- 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:

1. Analysis of socio-economic and cultural conditions in international markets
2. Marketing research and intelligence
3. Identification of International segments and niche markets
4. Alternative international market entry methods
5. Corporate and business ethics in international contexts
6. International marketing mix strategies

## 2018-19 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	

### 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.

## 2018-19 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	Kotiadis Dr K

### 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:

- 1 Recognise the types of business and organisational problems that can be appropriately formulated and analysed using stochastic simulation.
- 2 Demonstrate a conceptual understanding of the basis of queuing theory.
- 3 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.
- 4 Demonstrate 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods

Assignment – Queuing Theory Exercises (20%)  
In-Course Test (20%)  
Simulation Modelling Report (60%).

### Preliminary Reading

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.

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

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

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:

1. Queuing theory: Students will be introduced to the basic underpinnings of queuing theory, including key assumptions, benefits, and limitations.
2. 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).

## 2018-19 Postgraduate Module Handbook

<b>CB969 Business Statistics and Database Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Esposito Amideo Miss A

### 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. Display conceptual understanding of the nature of data analysis and probability modelling.
2. Critically evaluate managerial problems that can be formulated and analysed as data problems.
3. Write statistical analyses and reports
4. Demonstrate effective use of structured query language

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. Deal with complex 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
2. Demonstrate self-direction and originality in tackling and solving problems through research design, data collection, analysis, and reporting
3. Demonstrate effective use of database management systems

### Method of Assessment

Main assessment methods

Data Analysis Report (2500 words) (50%)  
In-Course Test (20%)  
Individual report (1500 words) (30%).

### Preliminary Reading

Elmasri, R. and Navathe, S. (2011) Fundamentals of Database Systems, 6th edition., London: Pearson, ISBN: 978-013-608620-8  
Agresti, A., Franklin, C., (2013). Statistics: The art and science of learning from data. Pearson, ISBN13: 9780321755940  
Anderson, D.R., Sweeney, D.J., Williams-Rochester, T.A. (2015). Statistics for Business and Economics, 12th edition, London: Pearson Education, ISBN-13: 9781285846323  
Keller, G. and Warrack, B. (2012). Statistics for Management and Economics, 9th edition Andover: Duxbury Press, ISBN-13: 978-0-538-47748-2.

### Synopsis \*

The aim of this module is to equip student with basic knowledge of database management systems and SQL (Structured Query Language) and to enable students to use basic statistical inference methods to solve real-world business questions. The module covers two main topics:

1. Database Management Systems and SQL. This part introduces the structure of a database management system, helps students understand the basic to advanced concepts of SQL, and introduces how to use SQL to collect data for further analysis.
2. Business Statistics. In this part of the module, students will learn descriptive analysis of quantitative data, which mainly focuses on how to summarise your data; and inferential analysis of quantitative data, which covers how to deduce interesting properties from a given dataset, such as testing hypotheses and deriving estimates.



## 2018-19 Postgraduate Module Handbook

<b>CB986</b>		<b>Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	M	45 (22.5)	100% Project	Wu Prof S

### 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:

- 1 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.
- 2 Select an appropriate Business Analytics technique applicable to the dissertation topic and represent it in a mathematical or structured form (develop a model).
- 3 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:

- 1 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.
- 2 Learn research skills and a range of qualitative and quantitative research methods that might be necessary to analyse the data
- 3 Be aware of the ethical issues that may arise during the research.
- 4 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 (8000-12000 words) (100%).

### Preliminary Reading

Journal papers and web sites will be used throughout the project

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

### 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.

<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.

## 2018-19 Postgraduate Module Handbook

<b>CB996 Introduction to Logistics and Supply Chain Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Salhi Prof S

### 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:

1. Model problems in a range of logistic and supply chain activities
2. Demonstrate an understanding of the suitable quantitative approaches used in logistics systems and supply chain and provide a means of solving the problem
3. Appreciate the use of such methods in practice

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

1. Carry out the use of techniques to solve the problem
2. Have insight into the problems and work in groups whenever necessary
3. Write reports and give oral presentations individually and in groups on supply chain using real life case studies
4. Use some computer software such as Excel solver for modelling to appreciate the impact each activity has on other activities within the supply chain

### Method of Assessment

Main assessment methods

In-Course Test (20%)  
Report Part 1 (20%)  
Report Part 2 (2000 words) (60%)

### Preliminary Reading

Chopra, S. and Meindl, P. (2014) Supply Chain Management: Strategy, Planning and Operations (6th Edn.) 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 Edn.) CILT (UK), London: Kogan Page

### Synopsis \*

The aim of this module is to enable students to understand the various activities that makes up the Supply Chain and their interrelations. The chain usually starts from the supplier going through the operations to the end user namely the customer. The concept of efficiency versus responsiveness is highly emphasized as this depends on the company strategic vision and its competitors. As the supply chain contains activities such as supply selection, production, inventory, transportation, marketing, some of these are highlighted and their impact emphasized. 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. The module will be given in two parts:

1. An overview of Logistic Systems and Supply Chain (SC), the various activities involved, the main SC drivers, responsiveness vs. efficiency, pull versus push strategies and global SCs.
2. A brief on appropriate techniques that are used to enhance the efficiency of running some of the activities. These include the distribution activity (e.g., where to locate your facilities and how to transport your goods), the inventory activity to guarantee that you are storing just enough and the forecasting activity as you need to know how much you expect to store or to sell. As there are unexpected events which can have an effect on the SC due to globalisation some basic techniques are also given.

## 2018-19 Postgraduate Module Handbook

CB997		Business Decision Modelling				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Nagy Dr G

### 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:

- 1 Demonstrate a comprehensive understanding of quantitative models for decision making.
- 2 Demonstrate conceptual understanding of how complex real-world systems can be represented in mathematical form.
- 3 Exhibit a systematic knowledge of some classic business, management, and industry problems, formulate them mathematically, and solve them
- 4 Demonstrate an ability to deal with various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations
- 5 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:

- 1 Independently apply their model building, problem-solving and numerical skills to solve complex business/management/industry problems.
- 2 Demonstrate an ability to select the most appropriate technique for a particular business/management/industrial problem.
- 3 Independently analyse the outcome of a model and present their findings in a clear yet rigorous manner.

### Method of Assessment

Main assessment methods

In-Course Test 1 (20%)  
In-Course Test 2 (20%)  
Written Coursework (1500-2000 words) (60%)

### 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

### Synopsis \*

This module covers a variety of complex real-world business, management and industry related problems. The aim is to teach students modern optimisation and decision modelling tools and to give them hands-on experience using commercial software.

The module delves into various application areas, indicative topics include marketing strategy, financial planning, product mix design, manufacturing, production management, inventory control, logistics and distribution, facility location, scheduling, portfolio selection, and capital budgeting.

## 2018-19 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

48

### 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
- to show a comprehensive understanding of the complex techniques applicable to solve problems
- to 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 successful completion of the Module, students will have:

- developed a logical mathematical approach to solving complex problems including cases where information/data is not complete
- 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

### Method of Assessment

75% Examination, 25% Coursework

### Preliminary Reading

David Begg and Damien Ward, Economics for Business, 2nd Ed. (McGraw Hill)

John Sloman, Kevin Hinde and Dean Garratt, Economic for Business 5th Ed. (Prentice Hall)

### Synopsis \*

The aim of this module is to introduce students to the core economic principles and how these could be used in a business environment to help decision making and behaviour. The coverage is aimed at giving a coherent coverage of the material suitable for students of finance, where understanding economic concepts and principles is important and also to enable the students to gain exemptions from the actuarial subject Business Economics. The syllabus coverage includes: 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.

Marks on this module can count towards exemption from the professional examination CT7 of the Institute and Faculty of Actuaries. Please see <http://www.kent.ac.uk/casri/Accreditation/index.html> for further details.

<b>MA930 Investment Analysis and Portfolio Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and 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:

- a. show a systematic knowledge, understanding and critical awareness of the theory.
- b. show a comprehensive understanding of the complex techniques applicable to solve problems
- c. appreciate recent developments and methodologies in investment analysis and the links between the theory and their practical application and to critically evaluate such methodologies.
- d. demonstrate a comprehensive understanding of the complex current issues relevant to the investment market.
- e. 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:

- a. developed a logical mathematical approach to solving complex problems.
- b. developed skills in written communication to both technical and non-technical audiences.
- c. developed skills in the use of relevant information technology.
- d. 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.

## 2018-19 Postgraduate Module Handbook

MA931 Financial Risk Management						
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.

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<b>MA933 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.



## 2018-19 Postgraduate Module Handbook

<b>MA935 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 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.

## 2018-19 Postgraduate Module Handbook

<b>MA937 Communications in Finance and Investment Writing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	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.

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<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

- a. 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.
- b. gained the ability to apply the theoretical concepts in mathematics, statistics and finance to real life cases in finance and risk.
- c. enhanced their ability to apply a range of mathematical, statistical and financial and techniques to real life cases related to finance and risk.
- d. gained a deep understanding of the market/environment relevant to the particular case and the issues of interest/concern.
- e. gained the ability to select and use a range of financial modelling and computing techniques in the context of the case study.
- f. gained the skills to search for and select material relevant to and required for the case study.
- g. 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

- a. improved their communication skills.
- b. gained the ability to interpret quantitative information.
- c. improved their computing skills.
- d. 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.