Learning Outcomes

Ability to prepare financial statements
Ability to analyse the financial performance of a business
Ability to critically evaluate arguments
Ability to undertake independent learning and use communications and information technology

Preliminary Reading

Thomas: An Introduction to Financial Accounting (latest)
Arnold, Hope, Southworth & Kirkham Financial Accounting (2nd edition)
Benedict & Elliot Financial Accounting

AC303

Quantitative Methods for Business and Accounting

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<th>Version</th>
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<tr>
<td>1</td>
<td>Canterbury</td>
<td>Spring</td>
<td>C</td>
<td>15 (7.5)</td>
<td>70% Exam, 30% Coursework</td>
<td>Yu Mr T</td>
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</table>

Contact Hours

42 hours: 2 lectures per week, 1 examples class per week and 1 IT class per fortnight.

Pre-requisites

CO357 Computing for Business and Accounting

Synopsis

This module has been designed specifically and exclusively for Accounting and BBA students. It follows CO357 Computing for Business and Accounting, and builds on skills developed there. It provides an understanding of mathematics and statistics of particular reference to management and accounting. The objectives are that participants should be able to select and apply with understanding appropriate mathematical and statistical methods to problems in these areas of study with understanding and using spreadsheet and other software effectively for this.

Learning Outcomes

Select and use appropriate mathematical or statistical methods applicable to a management problem
Understand the representation of a range of management and accounting problems in a quantitative form
Communicate the results of quantitative analyses to others, recognising any limitations of the module and showing an awareness of the business context
Appreciate and use IT in handling quantitative management tasks
Plan work, study independently and use relevant resources
Work effectively in small groups learning to make use of complementary abilities

Preliminary Reading

CB302  Managers and Organisations

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<td>15 (7.5)</td>
<td>70% Exam, 30% Coursework</td>
<td>Parker Dr K</td>
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Contact Hours
11 lectures, 10 seminars

Restrictions
CANNOT BE TAKEN WITH CB312

Synopsis
The aim of this module is to equip students with the key business skills needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3. The module is designed to integrate academic study skills pertinent to business with more practical interpersonal and work-related skills. It will include techniques for effective learning, research and communication as well as critical thinking, presentations and conceptual frameworks. Students will be required to write an individual essay, take part in a group presentation and devise and develop their own Personal Development Plans.

Learning Outcomes
Understand the key concepts and theories of organisational behaviour and management, including their historical development
Understand the key elements and operation of organisations and the process of management
Analyse the strengths and weaknesses of various organisational theories
Apply these theories to practical issues associated with the management of people and organisations
Discuss ideas relating to management and organisational behaviour, both orally and in writing.

Preliminary Reading
David Knights & Hugh Willmott (2007), Introducing Organizational Behaviour & Management, Thomson

CB311  Business Skills

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<td>C</td>
<td>15 (7.5)</td>
<td>100% Coursework</td>
<td>Robinson Mr S</td>
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</table>

Contact Hours
1 hour lecture and 1 hour seminar per week

Restrictions
Available only to students taking business related degrees

Synopsis
The aim of this module is to equip students with the key business skills needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3. The module is designed to integrate academic study skills pertinent to business with more practical interpersonal and work-related skills. It will include techniques for effective learning, research and communication as well as critical thinking, presentations and conceptual frameworks. Students will be required to write an individual essay, take part in a group presentation and devise and develop their own Personal Development Plans.

Learning Outcomes
Demonstrate effective written skills at Level C as required to complete written assignments and business reports
Develop oral communication skills to participate effectively in lecturers’ seminars and to take part in business discussions where appropriate
Develop effective presentation skills including the short ‘elevator pitch’
Develop a reflective approach to learning and critical thinking skills essential for success in business
Demonstrate effective research skills, to synthesise information and to support written work by following the required academic conventions
Demonstrate a clear understanding of the case study methodology

Preliminary Reading
**CB312 Introduction to Management**

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<td>15 (7.5)</td>
<td>60% Exam, 40% Coursework</td>
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**Contact Hours**
1 hour lecture and 1 hour seminar per week

**Restrictions**
This module is available only to students taking Business Administration or Employment Relations and Human Resource Management degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take CB302.

**Synopsis**
This module introduces students to theories of management, beginning with classical management systems through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking and practice throughout the 20th and 21st century. Lecture topics will include the following: Scientific Management; Human Relations School; Bureaucracy; Post Bureaucratic Organizations; Contingency Approach; Culture Management; Leadership; Business Process Reengineering; Decision-making; Managing Communication; Managing Globalization and Managing Ethically.

**Learning Outcomes**
Understand key theories of management
Understand the development of management thinking and the continuities and changes embedded in this
Understand the interplay between management and organizational forms
Understand the impact of management thinking on processes such as decision-making and communication
Understand the connection between management practices and the business environment

**Preliminary Reading**

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**CB313 Introduction to Statistics for Business**

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<td>1</td>
<td>Canterbury</td>
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<td>C</td>
<td>15 (7.5)</td>
<td>100% Coursework with Compulsory Numeric Elements</td>
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**Contact Hours**
1 hour lecture and 1 hour computer workshop per week

**Restrictions**
The aim of this module is to equip students with the appropriate statistical skills needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3 whilst building a solid foundation for those students intending to embark on an industrial work placement. Lecture topics include: The nature and use of numerical information; Summarising data; Graphical representation of data; Measures of location and dispersion; Probability, distributions and expected values; Sampling and its uses; Questionnaire analysis and contingency tables; Correlation.

**Learning Outcomes**
Demonstrate an ability to use graphical, numerical and algebraic techniques to handle a variety of business and accounting problems
Demonstrate an ability to summarise and analyse data and present it effectively to others
Demonstrate an ability to use appropriate software, including spreadsheets
Demonstrate an ability to understand the scope and limitations of quantitative methods such as sampling and regression

**Preliminary Reading**
There are many books on introductory level statistics, any of them would be appropriate for preliminary reading. A specially written text will be distributed during the first week of the course.

**Learning Outcomes**

- Plan work and study independently
- Perform basic algebraic manipulations
- Understand the nature of matrices and vectors and apply them to numerical examples
- Understand the fundamentals of differential and integral calculus
- Identify and solve different types of first-order differential equations
- Use formulae and perform calculations relevant to financial analysis
- Understand simple applications of mathematics to finance
- Achieve a firm conceptual understanding of mathematical modelling
- Proceed to modules, especially within a management science programme, that make use of mathematical skills

**Preliminary Reading**

I Jacques Mathematics for Economics and Business (Prentice-Hall)
T Bradley Essential Mathematics for Economics and Business (Wiley)
**Preliminary Reading**


**Learning Outcomes**

- Understand the complexity and diversity associated with doing business internationally
- Develop a sound knowledge of the global business environment by analysing specific real world examples
- Establish specific links between their studies and the changing business world
- Understand where they can apply their knowledge from their degree
- Be prepared for developing a career in business and management

**Synopsis**

The principle aim of this module is to introduce students to the fundamental concepts and problems of the international business environment. The module will also introduce various business tools and frameworks that will be of use to business students through all stages of their degree. Considering its philosophy as a Stage 1 module, it will integrate parts of the whole programme and act as a guide for the next stages of studies.

**Learning Outcomes**

- Understand the language of business-accountancy. The work of accountants permeates all aspects of management and the accountant provides information for both managers and external parties that is relevant in the context of planning and controlling their operations and to the evaluation of their performance. The module is a core to the understanding of financial issues raised by business and is thus central to the degree programme.
- Ability to plan work, study independently and use relevant resources; to identify, find, select, record, organize and manipulate data and apply relevant techniques to determine a contextually relevant outcome
- Familiarity with relevant skills and techniques and concepts of financial and management accounting
- Be able to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing and be able to structure, develop and defend a complex argument
- Produce work in appropriate formats, demonstrating an understanding of academic conventions
- Recognize the different information needs satisfied by financial and management accounting
- Understand the conventions applied in the preparation of accounts and be aware of the main regulations governing the way accounts are prepared and presented

**Preliminary Reading**

- Main text: Atrill and McLaney Accounting: an introduction (6th edition)
2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

CB586  Techniques and Methods in Management Science

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<td>15 (7.5)</td>
<td>80% Exam, 20% Coursework</td>
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Contact Hours
22 hours lectures, 10 hours examples classes, 20 hours optional workshop.

Pre-requisites
A or AS-level Mathematics or an introductory quantitative module (such as CB327 or EC305/EC306)

Method of Assessment
20% Coursework (five components), 80% 2-hour written examination.

Synopsis
The purpose of this module is to introduce students to the techniques of Management Science (Operational Research). The module is built around exercises showing how problems can be formulated and solved by Operational Research techniques. A recurring theme linking this module to others is that management is about decision-making. It is intended to be accessible to all who have an interest in management and are also willing to look at decision-making from a structured point of view. Lecture topics will include the following: Decision Analysis; Project Management using PCM and PERT; Linear Programming and analysis of the problem of resource allocation; Transportation and Assignment Problems; Inventory Control and Queueing Theory.

Learning Outcomes
- Demonstrate an ability to select the most appropriate solution technique for particular problems
- Use a variety of scientific approaches to build and solve models for a range of practical management problems
- Analyse the models and be able to make recommendations based on that analysis
- Build spreadsheet models using standard software for the analysis of real-world problems using the approaches and methodology of OR
- Work effectively in groups in order to analyse a complex problem, share work efficiently and produce well-coordinated presentational material
- Undertake analyses of practical problems using the VBA programming language
- Communicate technical results effectively to both technical experts and non-specialist managers
- Communicate technical results effectively to both technical experts and non-specialist managers
- Develop technical skills, and experience using software packages
- Write a project report based on the use of computer tools to solve a realistic management problem, incorporating the demonstration of suitable presentational and skills

Preliminary Reading
B. Render, R.M. Stair & M.E. Hannah Qualitative Analysis for Management (9th ed.) Pearson
C.D.J. Waters A Practical Introduction to Management Science, (2nd ed.) Addison-Wesley

CB671  Spreadsheet Modelling for Operational Research

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<td>15 (7.5)</td>
<td>100% Coursework with Pass/Fail</td>
<td>Parker Dr K Elements</td>
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Contact Hours
1 hour lecture and 2 hour computing session per week

Pre-requisites
CB586 Techniques and Methods in Management Science, or AC303 Quantitative Methods for Business and Accounting or equivalent. An applied Computing module or equivalent. A basic introduction to statistics is advisable

Synopsis
This module introduces students to one of the most important computer tools used today by OR practitioners, and more generally in business. The use and application of spreadsheets is covered thoroughly, including VBA programming. Topics include scheduling, stock control, optimisation, forecasting and financial analysis. The emphasis is on the practical solving of problems where information is not available in structured, easily available form; the real world is ‘messy’ and students are expected to find ways of coping with this. Students will also develop consultancy skills involving working with others and presenting findings to both technical and non-technical audiences.

Learning Outcomes
- Undertake analyses of practical problems using the VBA programming language
- Communicate technical results effectively to both technical experts and non-specialist managers
- Work effectively in groups in order to analyse a complex problem, share work efficiently and produce well-coordinated presentational material
- Determine when a realistic problem is in non-standard form and represent it quantitatively using a computer
- Use the quantitative and statistical facilities of industry-standard spreadsheet software
- Build spreadsheet models using standard software for the analysis of real-world problems using the approaches and methodology of OR
- Write a project report based on the use of computer tools to solve a realistic management problem, incorporating the demonstration of suitable presentational and skills

Preliminary Reading
### CB675 Financial Accounting, Reporting and Analysis

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<td>70% Exam, 30% Coursework</td>
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**Contact Hours**
2 x 1 hour lecture and 1 x 1 hour seminar per week

**Restrictions**
May not be taken with AC300 Financial Accounting I

**Synopsis**
The aim of this module is to provide the student with an understanding of the relationship between business and accounting; the principles underlying a double-entry accounting system; how to prepare primary financial statements from trial balance; the regulatory framework of financial reporting; the annual report and accounts of plcs; the analysis and interpretation of financial statements.

**Learning Outcomes**
Understand the principles underlying a financial accounting system and the principles upon which financial statements are based.
Be aware of the various influences on the financial reporting process and understand how they impact on the annual report and account of UK listed companies, in particular.
Be aware of the link between financial accounting systems and business activities for a variety of organisations.
Be aware of the various stake-holders in the financial reporting process.
Be able to produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.

**Preliminary Reading**

### CB680 Introduction to Marketing

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<td>15 (7.5)</td>
<td>80% Exam, 20% Coursework</td>
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**Contact Hours**
11 x 1 hr lectures and 11 x 1 hr seminars

**Pre-requisites**
None

**Method of Assessment**
80% Examination, 20% coursework comprising a group presentation (10%) and seminar exercise (10%).

**Synopsis**
This module will demonstrate the importance of marketing in competitive and dynamic environments. The centrality of the consumer provides the focus for the module, with the needs of the firm shown in balance with consumers' needs and wants. The mechanisms used by firms in their marketing are also covered. Key topics covered are: the marketing concept, the marketing environment, market segmentation and targeting, brand development and management, management of the marketing mix, new product development and an overview of internationalisation.

**Learning Outcomes**
Students will be able to:
- explain and illustrate the principles and concepts of marketing;
- understand the boundaries of marketing and its integration to other business functions;
- understand the relationship between the internal and external environments in the formulation of marketing practice;
- apply the principles and concepts of marketing to specific markets and industries;
- use data to provide 'solutions' to basic marketing problems.

**Preliminary Reading**
### Learning Outcomes

This module provides an introduction to the study of economics at university level for students with A level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which economists think about problems, the basic principles of economics and the main debates about economic problems and policies. This module provides the foundations for the study of economics at Stages 2 and 3. Students who are taking single or joint honours Economics or Accounting must take either Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Economics Mode B assumes no previous knowledge of economics. Key skills are integrated into the learning and teaching of the module.

#### Synopsis

This module provides an introduction to the study of economics at university level for students without A level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which economists think about problems, the basic principles of economics and the main debates about economic problems and policies. This module provides the foundations for the study of Economics at Stages 2 and 3. Students who are taking single or joint honours Economics or Accounting must take either Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Economics Mode B assumes no previous knowledge of economics. Key skills are integrated into the learning and teaching of the module.

#### Preliminary Reading

- **Levitt, Steven and Stephen J Dubner, Freakonomics, Allen Lane, 2006**
- **T Harford, The Undercover Economist, Abacus, 2007**
- **Phillip Allan, The Economic Review (quarterly periodical)**
**Preliminary Reading**

- G Renshaw, Maths for Economics, Oxford University Press, 2005

**Learning Outcomes**

- be able to understand how mathematics is used in economics
- be able to answer mathematical economics questions
- have improved your analytical and quantitative skills
- be equipped to deal with the mathematical parts of your Economics degree programmes
- be able to work in groups on solving analytical problems
- be able to present solutions to mathematical problems
- have been introduced to the following areas of the use of mathematics in economics: functional relationships; matrix algebra; differentiation; techniques of optimisation; constrained optimisation; non-linear functions and integration

**Synopsis**

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The content and teaching of the module takes into account the previous mathematical knowledge of students and the Mode A version of the module is for students who have a pass in either A level Mathematics or an equivalent qualification. If you are unsure whether your mathematical background is equivalent to an A level pass, please consult the Module Convenors on your arrival at the University. The main aim is to provide students with an understanding of and ability to use mathematics for Stages 2 and 3 of their degree programme in Economics and Business.
EC309  Statistics for Economics and Business

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Contact Hours
24 lectures and 11 seminars

Restrictions
AC303, CB327, CB328 cannot be taken with this module

Synopsis
This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The main aim of this module is to provide students with an understanding of and ability to use statistics for Stages 2 and 3 of their degree programme in Economics and Business. No previous knowledge of statistics is assumed.

Learning Outcomes
be equipped to deal with the quantitative parts of your Economics degree programme
have participated actively in your learning
be able to organise and describe statistical data, and understand the nature of measurement in economics
appreciate the importance of probability concepts and apply the basic properties of probabilities and probability distributions
understand the basis of hypothesis testing and interval estimation and apply the methods to estimation of population means and regression parameters
use regression to analyse relationships between two variables
analyse simple data sets using a calculator

Preliminary Reading

EC311  The Contemporary European Economy

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<td>15 (7.5)</td>
<td>100% Coursework</td>
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Contact Hours
12 lectures, 6 seminars and 4 workshops

Restrictions
RESTRICTION TO ECONOMICS STUDENTS

Synopsis
This module gives a largely non-technical introduction to the major issues affecting the contemporary European economy. Case studies are used to illustrate the application of the more analytical approaches followed in the Economics modules EC302/304. The module is designed to enable non-Economics students to gain an insight into current economic problems and issues; it is not necessary to take either EC302/EC304 with this module. This module is strongly recommended for students taking single or joint (if possible) honours degrees in Economics.

Learning Outcomes
basic information about how modern economies work
some of the differences between the major European economies in terms of structure, performance and policy
the usefulness of economic analysis in addressing current policy issues in the UK and the European Union
the role of economics in providing a framework for tackling issues which transcend social science disciplines and have the ability to structure and analyse a current economic issue using contemporary sources
be able to present economic arguments and ideas in seminars and workshops
be able to work in a group on workshop problems and structure and write a report in conjunction with other students

Preliminary Reading
B Eichengreen, The European Economy since 1945, Princetown University Press, 2007
Preliminary Reading

Understand the basic principles of microeconomics
Understand the main ways in which microeconomics can be used to analyse business decisions, behaviour, problems and issues
Understand the economic analysis of important current business issues in the UK, the European Union and the world economy
Be equipped with the microeconomic analysis skills and understanding necessary for business and other degrees
Be able to construct their own economic arguments and offer critical comments on the arguments of others.

Preliminary Reading

37 Kent Law School

LW313  A Critical Introduction to Law

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<td>100% Coursework</td>
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Contact Hours
Lectures - 40 hours approximately. Seminars - 20 hours approximately.

Restrictions
This module is only available to Law students

Method of Assessment
100% coursework consisting of a portfolio, an essay, comprehension assignment and seminar participation.

Synopsis
This module investigates and promotes a critical approach to topics within law and to law itself. Taking a small number of topics and debates within law, the module investigates each from a critical perspective, focusing on themes of knowledge, identity, justice and power. The aim is to enable students to acquire and develop the general skills required for critical thinking and analysis, and more particularly to consider critically our own conception of law and of the institutional structures and concepts within it.

Learning Outcomes
• to equip law students with a reflective and enquiring view of their own subject.
• to promote a clear understanding of the major concepts and principles at issue in contemporary critical legal theory.
• to develop a sociological and critical perspective towards claims about law’s objectivity and neutrality.
• to equip students with the ability to position law and the study of law within a range of subjects and concerns in academia and beyond.
• to promote students’ critical and reflective attitude towards their own learning.
• to equip students with the skills necessary for reasoned, critical thinking.
• to equip students with the ability to manipulate information and material from diverse sources in the presentation of a convincing argument.
• to equip students with skills required for essay and dissertation research and composition in preparation for Stage 2 work.

Preliminary Reading
Ward, I. - 'Introduction to Critical Legal Theory', 2nd ed., Cavendish, 2004

LW315  Introduction to Obligations

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<td>100% Coursework</td>
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Contact Hours
14 hours of lectures: 10 hours of seminars: 6 hours of case classes (approximately)

Pre-requisites
Co-requisite - This module is to be taken with LW316 Foundations of Property.

Restrictions
Available only to Law students. Not available to students who have taken LW304 Obligations 1.

Method of Assessment
100% coursework (consisting of three assessments)

Synopsis
This module introduces the law of obligations, which comprises the private law of duties and rights to which individuals and organisations are subject. Traditionally, it includes the law of contract and tort (but not property). As well as introducing some of the content (which is covered more extensively in Obligations II), a key focus is on the institution of the common law through which most of the law of obligations has emerged. This aspect is especially explored through the case classes, which run alongside the lectures and seminars.

Learning Outcomes
• to have the ability to use case-law, to predict the legal outcome of problem situations in at least one area of contract law and one area of tort
• to have an understanding of the nature of private law, its main subdivisions and its development
• to have an understanding of the distinctive nature of case law and of common law

Preliminary Reading
J.N. Adams & R Brownsword, Understanding Contract Law (Sweet & Maxwell 5th ed, 2007)
C.Harlowe, Understanding Tort Law (Sweet and Maxwell 3rd ed. 2005)
Contact Hours
10 hours of lectures, 5 hours of seminars, 10 hours of case classes (approximately)

Pre-requisites
Co-requisite - This module is to be taken with LW315 Introduction to Obligations.

Restrictions
Only available to Law students. Not available to students who have taken LW304.

Method of Assessment
50% coursework (consisting of one essay); 50% written examination

Synopsis
‘Property’ is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or ‘thing’, and presume that it has something to do with ‘ownership’ of that object. It is so simple to say ‘my property’ or ‘this is mine’. This module begins to unpack and examine the ideas and practices of property more closely: How are property claims constructed? What do we mean by ‘ownership’? What happens when a number of competing ‘ownership claims’ in one object exist? When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources: art collections or cultural artefacts, land or natural resources dispossessed, land squatted, etc. And why, in our jurisdiction in particular, has such a strong link been made between being a ‘property owner’ (in this context a ‘home-owner’) and a ‘good citizen’.

Learning Outcomes
• to indentify, evaluate and critique the foundational components carried within the idea of ‘property’.
• to distinguish between the common law subjects and property law and, in particular, to develop an understanding of the role of equity and trusts in the development of property law.
• to identify property issues, and be able to critically examine the terms within which these issues have been set; to begin to use the tools and language employed in property law.
• to develop the skills required for reading and evaluating case material, especially a critical understanding of the building of argumentation as it defines the contours and trajectory of a judgement.

Preliminary Reading
Preliminary Viewing - Its a Wonderful Life, 1946, Dir F.Copra
Preliminary Viewing - The Truman Show, 1998, Dir P Wier
Preliminary Viewing - District 13, 2004, Dir P Morel
Preliminary Viewing - La Terre Parle Arabe, 2007, Dir M. Gargour
Preliminary Viewing - The Inner Tour, 2002, Dir R. Alexandowicz
Preliminary Viewing - All That Remains, 2005, Dir Nada El-Yassir
C.Dickens, Bleak House
**LW502 Business Law**

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**Contact Hours**

40 hours of lectures; 20 hours of seminars (approximately)

**Restrictions**

Available to Accounting students only.

**Method of Assessment**

20% coursework (2 essays and 2 timed assessments) 80% written examination.

**Synopsis**

This module is offered by Kent Law School and covers the principal areas of law relating to the accounting profession. Lecture topics will include the following: the Legal System and Legal Process (with particular reference to the relationship between law and business; the Historical Development of Law; the Principles of the Law of Contract (with particular reference to pre-contractual statements); Negligence in a Business Context (with particular reference to pre-contractual statements); Company Law (with particular reference to the legal aspects of the management and administration of a company). The module aims to provide a coherent analysis of the relationship between law and business.

**Learning Outcomes**

• to be able to analyse and critically evaluate the relationship between business and the law.
• to have acquired problem-solving skills, which will include the ability to solve both legal and practical problems that arise in the course of carrying out business.
• to be able to carry out independent research and collaborative research as part of a team.
• to have an understanding of the role of law in facilitating and regulating the formation of business transactions.
• to have an understanding of the English legal system.

**Preliminary Reading**


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**LW508 Criminal Law**

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**Contact Hours**

40 hours lectures; 20 hours seminars (approximately)

**Synopsis**

This module studies the general principles of criminal law offences against the person and property, and general defences paying attention to such comparative, historical and philosophical analyses as cast particular light on the nature and aims of criminal law.

**Learning Outcomes**

• to have a clear understanding of the basic concepts, principles and rules of criminal law.
• to have the ability to analyse simple problem question scenarios and apply legal principles and case law to assess criminal liability and any defences.
• to be able to prepare accounts of the major areas of criminal law, making appropriate reference to legal and academic source authorities.
• on presentation of case facts, to be able to identify relevant legal rules, principles and case and statute law applicable for analysis and critique of the facts.
• to have the ability to engage in informed discussion on the major areas of criminal law both orally, and in writing.
• to be able to evaluate the operation of the criminal law in the social context.

**Preliminary Reading**

Clarkson C.M.V. - ‘Understanding Criminal Law’, Sweet and Maxwell, 2005
Uglow, S. - ‘Criminal Justice’, Sweet & Maxwell, 2002
Learning Outcomes
- to have acquired a thorough understanding of French legal culture and legal reasoning;
- to have the skills required to analyze and critically reflect upon central features of French public law, both constitutional and administrative;
- to have developed a range of methodological abilities that are essential for a successful year abroad.

Preliminary Reading
Contact Hours
40 hours lectures; 20 hours seminars (approximately)

Method of Assessment
50% coursework consisting of 1 group oral assessment worth 10%; 1 multiple choice worth 5%, 1 group written report worth 10%, 1 writing task worth 10%, 1 essay worth 15% together with 1 written exam worth 50%.

Synopsis
This module has four main parts.
(i) An introduction to the English legal system and its constitutional significance.
(ii) Constitutionalism – the module looks at law and political theory to ask
i) What is a state?
ii) How does a state constitute itself?
iii) What is the relationship between the citizen and the state?
iv) What is the role of law?
v) What do constitutions tell us about political projects for reform?
(iii) Forms of government
i) Democracy
ii) Federalism
iii) Supra-national bodies
(iv) Constraining the power of the state
i) Human Rights
ii) Judicial Review
iii) Other mechanisms

Learning Outcomes
Summary Intended Learning Outcomes:
• Upon successful completion of this module, students will have knowledge of:
a) The principal features of the English legal system including its institutions, civil and criminal procedures and sources of law and its interface with the European legal system
b) Constitutional principles and their impact upon government
c) Some of the philosophical arguments that lie behind constitutional and human rights discourses
d) The organisation of states, including historical and comparative perspectives
e) The legal and conventional constraints on the exercise of government power
f) Human Rights protections
g) Judicial Review and other administrative law remedies

• And be able to
i) Identify the source of legal authority for government action
j) Identify institutional structures and their impact upon individual citizens
k) Read and evaluate legal and academic texts and cases and understand their relevance to the British Constitution and to the development of administrative law and human rights law
l) Conduct basic research by using legal databases and library sources
m) Construct an argument based on authoritative sources and convey it in both oral and written form, with appropriate and accurate use of language, referencing and citation.

n) Analyse case law, identify the key concepts, the interrelation between the facts and the legal arguments, and proved a coherent account of the judgement
o) Advance coherent legal and political arguments in both verbal and written form
p) Provide a sustained and properly researched analysis in essay form
q) Work collaboratively in groups to organise
i) A visit to a local court
ii) A group oral and written presentation
iii) Reading groups

Preliminary Reading
Partington, M. - 'Introduction to the English Legal System', Oxford University Press, 2008
### PO304 Key Issues in British Politics Today

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**Contact Hours**

1 hour lecture and 1 hour seminar per week.

**Synopsis**

Democracy in Britain does not appear to be in a healthy state. Citizens are less engaged with political institutions, and less trusting in politicians, than they used to be. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system, political parties and parliament. Meanwhile, the nature of political authority in Britain is changing rapidly. Power has been transferred upwards to the European Union, and downwards to devolved bodies in Scotland, Wales, Northern Ireland and London. Non-electoral actors such as the media also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Is government in Britain effective and democratic? Are Britain’s political institutions falling?

This module provides students with an introduction to some of the key issues facing the political system in Britain today. The module examines the challenges facing the political system, the effectiveness of existing political arrangements and the merits of further institutional reform. While the focus is domestic, many of the same challenges are also faced by political systems in other west European countries, to which the course will make reference. The module thus aims to go beyond a simple focus on British politics, by introducing students to some of the key contemporary issues facing many western democracies.

**Learning Outcomes**

Some of the key challenges facing Britain and other western democracies

- The way that political institutions can be analysed as models of democracy
- The nature of the political system in Britain, in particular the nature and location of political power
- The strengths and weaknesses of existing political arrangements in Britain, and of the principal reforms options
- The use of theory, description and evidence in analysing political systems

**Preliminary Reading**

- KING, A. - 'Does the UK Still Have a Constitution?', 2001

### PO305 International History and International Relations

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**Contact Hours**

1 hour lecture and 1 hour seminar per week.

**Synopsis**

This module introduces first-year undergraduate students to some of the fundamental debates and questions that have dominated international politics in recent history. The focus is on communicating a few key themes, ideas, issues and principles that recur throughout the history of the last hundred years and that cut across various theoretical approaches and different schools of thought. The aim of the course is to familiarise students with the basic ideas and tools needed for the academic study of international politics, and to learn how to apply them. These key ideas include: the international reformism; the balance of power; the prerequisites of theorizing about international relations; the nature of international order under conditions of anarchy; the nature of ideology and its role in international affairs; the tension between order and justice in the international sphere; the nature of the link between the internal makeup of states and international order, and the nature of imperialism. In keeping with the ethos of an introductory course, no attempt is made to cover either the full breadth of the discipline of IR or to plumb the depths of particular theories. Instead IR theories and theoretical debates are used heuristically to exemplify particular approaches, demonstrate particular points and to illustrate specific insights.

**Learning Outcomes**

- Have a basic knowledge of some of the key themes in the study of international history;
- Be able to relate these debates to some of the key debates in international relations theory;
- Have an introductory knowledge of some of the classic literature on war and peace;
- Have an understanding on the role of terror, empire and revolutions as the ‘motors’ of history;
- Be able to discuss liberal alternatives to war such as international organization and the democratic peace principle;
- Have a basic knowledge of the debate on the ‘end of history’.

**Preliminary Reading**

- Baylis, S Smith and P Owens (eds) The Globalization of World Politics (most recent edition)
- WALTZ, K Man, the State and War; A theoretical Analysis (2001)
- Nye, J Understanding International Conflicts: An Introducitonto Theory and History (most recent edition)
- Morgenthau, H Politics Among Nations (most recent edition)
- Carr, EH The Twenty Years' Crisis 1919-1939 (2001)
- Doyle, MW Ways of War and Peace: Realism, Liberalism and Socialism (1996)
2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

PO308  Studying Politics and International Relations: Skills and Methods

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**Contact Hours**
1 hour lecture and 1 hour seminar per week

**Synopsis**
The first part of this module aims to teach and develop some of the important subject-specific and transferable skills needed in order to be able to successfully complete the programmes taught in the Department of Politics and International Relations. In particular, the module aims to develop students' ability to critically read and interpret texts, to write essays, to prepare effectively for the various assessment methods used in the Department (essays, oral presentations, exams), to work in groups and to use these skills in order to improve their own learning. The second half of this module provides a basic introduction to some of the key theoretical and methodological issues involved in the study of politics.

**Learning Outcomes**
familiar with the assessment methods employed within the Department (essays, exams, presentations)
able to use the learning resources available at UKC to research their essays and projects
able to list and describe methods to organise and write essays, to prepare for and take exams, to prepare for and give presentations, and to apply creative and critical thinking skills
familiar with some of the key issues in the philosophy of social science
able to critically assess some of the main approaches to the study of politics and international relations

**Preliminary Reading**
HARVEY, M. - 'The Nuts and Bolts of College Writing', Hackett, 2003

PO310  Introduction to International Politics

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**Contact Hours**
1 hour lecture and 1 hour seminar per week

**Synopsis**
This module is addressed to students who have hitherto had no training in the academic field of International Relations. It aims to establish a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations, and to provide a strong grounding in the study of international politics as the basis for the further study in Stage 2 on the subject matter of the discipline of international relations. It aims to create an awareness of, and a basic level of exposure to, some of the major issue areas in the study of contemporary international relations. It also seeks to make students cognizant of the main sub-fields that exist within the study of international relations and be able to relate them to each other.

**Learning Outcomes**
A good basis for further work in theory of International Relations
An awareness of major sub-fields in International Relations
A strong grounding for further work in International Relations programmes

**Preliminary Reading**
BROWN, C. - 'Understanding International Relations'
NICHOLSON, M. - 'International Relations'
BAYLIS, J., SMITH, S., & OWENS, P. (eds.) - 'The Globalization of World Politics'

PO311  Politics and Popular Culture in Modern Japan

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**Contact Hours**
1 hour lecture and 1 hour seminar per week, or 2hr film and 1 hour seminar.

**Synopsis**
This module will commence with an analysis and theorisation of the place of literature and film in the political marketplace of Japan. It will discuss the various ways in which popular culture reflects and affects political beliefs, most notably pacifism and nationalism. We will also look at how recent disengagement from politics in Japan is reflected in popular fiction and film. The module will focus on the works of key modern writers such as Mishima Yukio and Murakami Haruki and it will also look at landmark films such as Iwamura' Black Rain and manga such as Graves of the Fireflies.

**Learning Outcomes**
Understand the politics and society of modern Japan – a major non-European nation;
Appreciate the significance of literature and film as political media;
Critically assess the main political and normative issues raised in the discourse of Japanese popular culture;
Identify key moments in the political and international history of modern Japan through the response of Japanese artists;
Question the social location and meaning of ‘political discourse.’

**Preliminary Reading**
Haruki M Norwegian Wood, Vintage 2002
PO312 European Integration

- **Version**: 1
- **Campus**: Canterbury
- **Starts in Term**: Spring
- **Level**: C
- **Credit (ECTS)**: 15 (7.5)
- **Assessment**: 50% Coursework, 50% Exam
- **Convenor**: Burgess Prof M

**Contact Hours**
1 hour lecture and 1 hour seminar per week

**Synopsis**
This module is an attempt to explain the origin and development of the European Integration process, and assumes no prior knowledge and introduces students to the concept of ‘integration’ as we have come to understand it. It retraces the origins of integration by defining the ‘idea of Europe’ and analyses the early attempts at cross-national political, military and economic co-operation. It then demonstrates how both intra and extra European events and circumstances have furnished both opportunities for and obstacles to economic and political integration.

**Learning Outcomes**
A knowledge of what is meant by ‘European Integration’ and how it has been conceptualised;
An understanding of the driving forces behind moves to integrate in Europe since the beginning of the 20th century;
Be able to trace the origins of organisations such as the Council of Europe, the European Coal and Steel Community and the European Economic Community;
Be able to critically assess the differences between these organisations;
Be able to analyse the development of the European Economic Community from 1957 into the European Union in 1993;
Have gained the ability to discuss and synthesise the dynamics of co-operation and integration in Europe

**Preliminary Reading**
URWIN, D. - ‘The Community of Europe’, 2005
DINAN, D. - ‘Europe Recast’, 2004

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PO314 Introduction to Political Thought

- **Version**: 1
- **Campus**: Canterbury
- **Starts in Term**: Autumn
- **Level**: C
- **Credit (ECTS)**: 15 (7.5)
- **Assessment**: 50% Coursework, 50% Exam
- **Convenor**: Mackenzie Dr I

**Contact Hours**
1 hour lecture and 1 hour seminar per week

**Synopsis**
This module introduces students to the study of political concepts that are central to thinking about political life. Through the study of these concepts students will be introduced to the principal ideas of many of the major figures in the history of Western political thought (for example, Plato, Hobbes, Rousseau and Marx) and to the work of many contemporary political theorists as well (John Rawls, Iris Marion Young, Richard Rorty, Susan Okin and others). In addition, lectures and tutorials will familiarize students with a variety of different debates about how best to understand any given concept (such as, debates about the ‘naturalness’ or not of rights) as well as how to understand the relationship between different concepts (such as, whether a just society must be an equal one or not). Moreover, the module is designed to allow students to develop a set of ‘conceptual tools’ with which to interrogate and shape the political world in which they find themselves; a world which is saturated everyday with competing articulations of the political concepts that we will study in this module. As such, students should come to develop a subtle appreciation of how the concepts examined on this module are, to greater or lesser degrees, intrinsic to all of their studies in politics and international relations (and related subjects).

**Learning Outcomes**
Familiarity with some of the principal concepts used in political studies;
An understanding of the main debates surrounding the analysis and interpretation of these concepts;
An introduction to the idea of political concepts as ‘essentially contested’;
Introductory knowledge of a broad range of political thinkers and political ideologies through the study of political concepts;
An understanding of the ways in which political concepts and everyday political life are inter-related.

**Preliminary Reading**
Learning Outcomes

- be familiar with the main debates and issues in political studies
- understand the various ways to structure central authority
- comprehend the various types of power (executive, legislative and judicial)
- have been introduced to the intermediate institutions that link citizens and government (such as political parties, interest groups and the media)
- have a basic understanding of the public policy process

Preliminary Reading

HEYWOOD, A. - 'Politics', Palgrave, 2007

LEFTWICH, A. - 'What is Politics?', Polity, 2004

Synopsis

This team taught module introduces students to the study of government through a series of lectures and seminars. The module introduces students to the key structures, institutions and processes in political life. It examines the differing ways to organize national governments and looks at the relationship between the centre and periphery. It focuses on executive, legislative and judicial institutions and power as well as those 'intermediate' institutions, such as political parties and interest groups, which link people to their government. The module concludes with an analysis of the public policy process.

Learning Outcomes

- understand China's importance as a rising economic and political power and analyse China's role in the emerging post-Cold war global order.
- understand the influence of the quest for modernity and international recognition and prestige on the evolution of China's foreign relations and policy.
- use the knowledge earned from the study of China to inform comparative political studies.
- understand the challenges both China and the world face when they increase their mutual engagement with each other in the early 21st century.
- understand China's importance as a rising economic and political power and analyse China's role in the emerging post-Cold war global order.

Preliminary Reading

Zhang, Y., China in International Society since 1949: Alienation and Beyond (Basingstoke: Palgrave, 1998)


Spence, J.D., The Search for Modern China, 2nd ed. (New York: W W Norton, 1999)
PO319 The Media and Politics of Contemporary Japan

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**Availability**

PLEASE NOTE, THIS MODULE IS TAUGHT AT CHAUCER COLLEGE

**Synopsis**

The role of the mass media as a 'key' ideological state apparatus, informing and perpetuating political debate and opinion, is one that is often left under-analysed by degree programmes in Politics and International Relations.

The media-saturated and technologically advanced nature of Britain and Japan provides the basis for this module's critical engagement within a range of theoretical approaches to Media Studies. This module discusses a variety of contemporary issues and debates with the media of Britain and, particularly, Japan. It pays a particular attention to the discourse and ideological implications in media representation, the comparative examination of the political economy and the historical development of media institutions, such as the BBC and the NHK, as well as the analysis of media's role in the social construction of the nation, historical memory, and cultural identities.

The module will be divided into three sections. The first section will introduce students to 'key' theoretical concepts in Media Studies. Students will encounter theoretical approaches and concepts, such as semiotics, discourse and ideology. Students will analyse a range of media 'texts' from Britain and Japan using theoretical approaches they have learnt. In particular, students will focus on contemporary advertisements and political cartoons. The second section of the module will introduce students to a range of contemporary issues and debates about media institutions of Britain and Japan. This section of the module will be organised around specific case studies of political economy of the media and the Public Service Broadcasting (NHK and BBC). The third section will explore the media's role in the social construction of the nation, historical memory and cultural identities.

**Learning Outcomes**

On successful completion of this module, students will:

Engage with historical development of 'key' media institutions in Japan.

Engage in the analysis of media representations.

Locate the historical development of 'key' media institutions within contemporary debates on ownership and politics.

Demonstrate an engagement with the relevant theoretical concepts - specifically, ideology and discourse.

Apply the theoretical concepts such as ideology and discourse to a range of media 'texts'. to develop lines of argument.

**Preliminary Reading**


FREEMAN, LAURIE Closing the shop: information cartels and Japan's mass media (Princeton University Press, Princeton, 2000)


39 School of Psychology

SP300 Psychology Statistics and Practical

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Contact Hours
3 hours per week. 1 one-hour statistics lecture, 1 one-hour methodology lecture, and a combination of practicals and workshops.

Restrictions
This module is available only to students studying Psychology

Method of Assessment
Coursework: 6 practical research methods assignments (35%), 6 statistical exercises (5%), and 1 multiple choice research methods test (10%). Students are also required to earn 48 Psychology Research Participation credits during the academic year (10%). Examination: All students sit a 2-hour written statistics examination.

Synopsis
This module is taught jointly by members of the Psychology and Mathematics Departments. It consists of statistics and research methods lectures and workshops, as well as laboratory demonstrations. Assessment is by structured coursework, research report writing, statistics exercises, multiple choice and essay examinations. Meetings take place twice per week (consisting of combinations of lectures, workshops or laboratory demonstrations).

Learning Outcomes
To understand elementary principles of research design, the scientific method, experimental and descriptive research
To learn how principles of scientific method are instantiated in specific research examples
To learn about relationships between statistics and research hypotheses
To conduct simple statistical tests
To interpret results of inferential statistics
To report research concisely and accurately

Preliminary Reading

SP301 Biological and General Psychology

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Contact Hours
1 two-hour lecture per week plus a 1.5 hour weekly study skills workshop, which is integrated with the other core subject in year 1 (SP302).

Restrictions
This module is available only to students studying Psychology

Method of Assessment
Coursework: mid-module multiple choice exam in week 12 (20%); personal development portfolio based on the study skills workshops (20%). Examination: All students sit a 1-hour multiple choice examination.

Synopsis
Psychology is an increasingly popular discipline, possibly because of its relevance to the problems of everyday life. It is also a scientific discipline and draws on other areas of scientific investigation for its concepts and ideas, including Biology, Linguistics, Computer Science and Philosophy. The general aim of this module is to introduce students to the scientific study of behaviour, covering the basic approaches to the subject, including the Biological approach, the Cognitive approach, Behaviourism and Ethology, the Development perspective and related philosophical ideas. Rather than teach these topics in separate blocks, the module is organised so as to emphasise how the theoretical frameworks underlying these approaches relate and contrast. The module also shows how psychological theories and ideas can be used to account for both everyday and abnormal human behaviour.

Learning Outcomes
Find the relevant psychology material, organise it with reference to the task at hand and demonstrate the ability to manipulate such information
Demonstrate the ability to communicate critically, acquire good listening skills; show an ability to work with others
Write essays which demonstrate an understanding of academic conventions
Be able to select, organise, develop and synthesise complex psychological literature
Be able to structure, develop and defend arguments during seminars
Show an ability to build upon feedback and advice provided by staff and teachers

Preliminary Reading
Preliminary Reading

Develop intellectual skills, including reading and writing skills, critical reflection and written analysis and interpretation.

Develop subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in social psychology, and employing the inferential method in science.

Develop transferable skills, including communication skills, numeracy, use of information technology, working with others, and problem solving.

Method of Assessment

Coursework: 1 essay with a word limit of 1,500 words (20%); personal development portfolio based on the study skills workshops (20%). Examination: All students sit a 1-hour multiple choice examination.

Synopsis

This module, along with other Stage 1 psychology modules, provides a foundation for Stages 2 and 3. It will provide students with an introduction to the methods, techniques and issues involved in the study of social psychology. The emphasis of the module is on theory as the foundation of an empirical discipline and the importance of scientific methodology. It highlights the interplay between theory, research, and application in social psychology. Focus is placed on core theories and research in (a) social psychology, (b) developmental psychology, (c) personality psychology and (d) applied social psychology. Each of these thematic blocks begins with an overview of the historical development of the subject before introducing students to current theories and methods. The module is taught through lectures and skills workshops.

Learning Outcomes

Knowledge and understanding of main phenomena, methods, and theorising in social psychology.

An awareness of sub-disciplines within psychology and how they are connected.

The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web).

Preliminary Reading


Contact Hours

1 weekly two-hour lecture and a 1.5 hour weekly study skills workshop, which is integrated with the other core subject in year 1 (SP301).

Restrictions

This module is available only to students studying Psychology.

Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the academic year. Examination: All students sit a multiple choice examination.

Synopsis

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected nor assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. drug and alcohol addiction, learning styles, language, love, health and illness, prejudice, and helping).

Learning Outcomes

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology.

An awareness of sub-disciplines within psychology and how they are connected.

The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web).

Preliminary Reading

SP305  Introduction to Psychology II

Contact Hours
1 weekly two-hour lecture

Restrictions
This module is not available to students studying Psychology. It is intended as a ‘wild’ module for non-Psychology students

Availability
Taught in AUTUMN TERM

Method of Assessment
Coursework: Students are required to earn 24 Psychology Research Participation credits during the academic year. Examination: All students sit a multiple choice examination.

Synopsis
This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected or assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. mental illness and treatment, self and personality, understanding emotions, identity development & crises, person perception, and decision-making).

Learning Outcomes
Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
Introductory knowledge and basic understanding of the principal topics in psychology and how they relate to contemporary society
An awareness of sub-disciplines within psychology and how they are connected
The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

Preliminary Reading

SP306  Introduction to Forensic Psychology

Contact Hours
1 weekly two-hour lecture

Restrictions
Available to all Stage 1 Psychology students. Also available to Stage 2 non-Psychology students who have taken either SP304 Introduction to Psychology I and/or SP305 Introduction to Psychology II

Synopsis
This module will introduce students to key topics in Forensic Psychology including the development of offending, the rehabilitation of offenders, the criminal justice system, criminal statistics, policing, and the public’s response to crime. In particular, this module will focus on (1) fundamental applications of psychology, as a science, for understanding important forensic issues, and (2) key research methods common in forensic psychological research. Throughout the module students will be encouraged to apply contemporary psychological concepts and methods to understand the important forensic psychological issues outlined.

Learning Outcomes
Understanding of the practical role played by contemporary forensic psychologists in society
Introductory knowledge of forensic psychology as a discipline and research methods used within forensic psychology
Awareness of the fundamental application of psychology, as a science, to understand key forensic issues
Understanding of key concepts and sub-topics within forensic psychology and how they relate to each other (ie ability to synthesise core concepts within forensic psychology
Basic ability to evaluate core theories and research in forensic psychology

Preliminary Reading
Contact Hours
22 (1 hour lecture and 1 hour seminar weekly).

Method of Assessment
50% coursework (two 1,200-1,500 word essays) and 50% examination (summer term)

Synopsis
This module is designed both for students intending to specialise in social policy, and for other students who are interested in social problems and responses to them. We explore the ways in which phenomena come to be labelled as social problems, we focus upon the ‘problem of youth’ and why certain youth behaviours are seen as problematic, who defines them as such and what is expected in terms of the balance between state and family responsibility. Issues explored include: young people’s changing relationship to the family; teenage pregnancy; education and transitions to work and alcohol and drug (mis)use.

Learning Outcomes
An understanding of the ways in which phenomena come to be labelled as social problems;
An understanding of some of the key concepts used in social policy, such as need, equity, inequality, poverty, exclusion and diversity;
An ability to critically evaluate the solutions to social problems that are suggested and adopted;
An awareness of the way in which social policy not only responds to such problems but actually helps to shape them.
Developing skills in presentation and debate, both verbal and written;
Developing problem solving skills and the ability to seek solutions to social problems and individual needs.

Preliminary Reading

Contact Hours
22 (1 hour lecture and 1 hour seminar weekly).

Method of Assessment
50% coursework (two 1,200-1,500 word essays) and 50% examination (summer term)

Synopsis
This module is about why and how the state may intervene in family life or the workings of the free market to tackle social problems. It can be taken independently, but does build on SA300 ‘Youth, The Family and the State’. It is a core module for the Social Policy and Health and Social Care degrees within SSPSSR and for those taking Law and Welfare. It looks at policy responses to such issues as family life and the work-life balance, inequalities in health, poverty, homelessness and an ageing population.

Learning Outcomes
Have an introductory level understanding how a number of key social problems are perceived and dealt with by UK social policy.
Have an introductory level knowledge of the aims of social policies.
Have an introductory level knowledge of some recent developments in UK social policy.
Be familiar with some of the key debates relating to current social policies at introductory level.
Have demonstrated an ability to evaluate the effectiveness of social policies at introductory level

Preliminary Reading
Environmental Issues: Social Science Approaches

SA303

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Contact Hours
44 (1-hour lecture and a 1-hour seminar weekly).

Method of Assessment
50% coursework (three 1,500 word essays) and 50% examination (summer term)

Synopsis
This module aims to give you an understanding of a range of key environmental issues, the ways in which they have arisen, and the means by which they might be addressed. Among the topics considered are: global warming, climate change and energy policy; waste and waste management; transport and tourism; development population, and agriculture; the politics of food production and supply; the rise of environmental concern; the socially constructed character of environmental issues; representations of environmental issues in mass media; environmental movements and protest; environmentalism and global justice; cultural conceptions of nature; tropical deforestation, biodiversity and trade; environmental policy and the nature of environmental law and regulation. The module includes contributions from the perspectives of sociology, anthropology, social policy, political science and law.

Learning Outcomes
Key environmental issues such as global warming, climate change and waste, and the policy responses to them
Why some situations come to be defined as problems while others are ignored
How the behaviour of households and business produces environmental impacts
The ways in which environmental concern is translated into public action
How actions at local, national and international levels address environmental problems, and the main obstacles they encounter
The various ways in which the environment and environmental issues are conceptualised by various disciplines

Preliminary Reading
Ball S & McGillivray D (5th edn. 2000 or later) Environmental Law
Bell M An Invitation to Environmental Sociology
Carter N (2nd edn. 2007) Politics and the Environment
Furedi F Population and Development: A Critical Introduction
Goldfarb T Taking Sides: Clashing Views on Controversial Environmental Issues
Harper CL (3rd or 4th edn.) Environment and Society: Human Perspectives on Environmental Issues

Sociology

SO300

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Contact Hours
44 (1 hour lecture and 1 hour seminar weekly)

Method of Assessment
50% coursework (four 1,200-1,500 word essays) and 50% 3-hour examination (summer term)

Synopsis
Sociology offers an understanding of how society works. This course provides grounding in the basic history and assumptions of sociological thought, and how it applies to key aspects of our society. Many of the lectures will start with ‘common-sense’ assertions about social life in contemporary society and challenge you to ‘look behind’ these assumptions in light of available research evidence. The questions addressed in this module include: Will changes taking place in Britain today lead to a reduction or increase in class, gender and ethnic inequalities? Do we now live in a ‘risk society’? Are the ‘founding fathers’ of sociology still relevant to understanding society today? There will be a lecture and small seminar groups each week. In the seminars students will be encouraged to engage in informed discussion and debate, because sociology is an interpretative discipline which offers few ‘right’ or ‘wrong answers’. The module aims to satisfy both those who have studied sociology to A-level and those who are new to the subject.

Learning Outcomes
To develop an understanding of different theoretical perspectives
To develop a significant understanding of a range of social issues
To obtain sufficient knowledge of the empirical evidence used in sociology
To be able to make considered judgements about the world we live in
To develop writing skills through essay writing and the exam
To develop group work skills through seminar work

Preliminary Reading
Bauman Z Thinking Sociologically
Fulcher J & Scott J Sociology
Giddens A (3rd edn.) Sociology
Marsh I Sociology
Learning Outcomes

- Have a general knowledge of the Marxist background to British cultural studies
- Have gained an introductory knowledge of a number of contextualised debates and cultural issues
- Have gained elementary skills of analysis and criticism relevant to cultural studies
- Understand how cultural values are related to cultural elites
- Have extended their knowledge of different approaches to culture to include feminism, consumerism, cultural populism and postmodernism
- Have acquired an introductory knowledge of a range of contextualised issues and topics prominent within contemporary cultural studies
- Be able to articulate and criticise competing definitions of 'culture'
- Have acquired an elementary vocabulary of relevant concepts
- Understand how cultural values are related to cultural elites
- Have gained an introductory knowledge of a number of contextualised debates and cultural issues
- Have a general knowledge of the Marxist background to British cultural studies
- Have acquired an introductory knowledge of a range of contextualised issues and topics prominent within contemporary cultural studies
- Have extended their knowledge of different approaches to culture to include feminism, consumerism, cultural populism and postmodernism
- Have gained elementary skills of analysis and criticism relevant to cultural studies

Preliminary Reading

Contact Hours
28. Learning and teaching will take place within a 4-day workshop. Total study hours: 122

Restrictions
AVAILABLE only to students studying the Intellectual and Developmental Disabilities Programme

Synopsis
This module has been developed to facilitate learning of key skills in students with a range of abilities and needs. They will develop competence in: learning subject specific material and preparing assessed written and verbal assignments. These intended learning outcomes are consistent with the broader programme outcomes in terms of development of intellectual, analytical and communication skills.

Learning Outcomes
Demonstrate effective skills in written communication
Demonstrate verbal communication skills as required for seminar participation and oral presentations
Demonstrate an understanding of the academic conventions appropriate to the subject discipline
Demonstrate the ability to evaluate and synthesise information from reading and lectures
Use information and communication technologies for a range of activities such as bibliographic searches, data acquisition and data presentation
Reflect on their academic performance and assess their personal strengths and weaknesses

Preliminary Reading
Arscot, K., Dagnan, D & Stenfert-Kroese, B. (1999) Assessing the ability of people with a learning disability to give informed consent to treatment. Psychological Medicine, 29, 1367-1375
Greetham B (2001) How to write better essays, Basingstoke: Palgrave
TZ309  Supporting Participation and Independence

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**Contact Hours**

28. Learning and teaching will take place within a 4-day workshop. Non-contact study hours: 122

**Restrictions**

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

**Synopsis**

This module looks at the rationale for supporting participation in community contexts by children and adults with intellectual or developmental disability. Students will use systems and structures at different levels within an organisation to facilitate and maintain successful participation and teach people new skills through the use of precision teaching.

**Learning Outcomes**

Give an account of the rationale for supporting participation in community contexts by children and adults with intellectual or developmental disability.

Enable individuals and groups to participate in activities.

Use systems and structures at different levels within organisations to facilitate and maintain successful participation.

Collect, analyse, represent, interpret and feedback data about the engagement and participation of clients in activity.

Give an account of the rationale for the inclusion of the development of competence as a goal in any service.

Identify relevant, functional and age-appropriate skills to teach, which are tailored to meet individual needs.

Teach people new skills through the use of precision teaching.

Identify and assess systems and structures at different levels in the organisation which facilitate and maintain the development of competence for individuals.

Collect, analyse, represent, interpret and feedback data about the progress of individuals and groups in developing competence.

**Preliminary Reading**


TZ310  Person Centered Values and Support

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**Contact Hours**

28. Learning and teaching takes place within a 4-day workshop. Non-contact study hours: 122

**Restrictions**

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

**Synopsis**

Students will explore the ethical and legal issues and the role of values in the development of intellectual disability services. They will study the development of approaches to individual planning and needs assessment, particularly the role of “person-centred planning” and will work with an individual to support the development of a person-centred plan.

**Learning Outcomes**

Demonstrate an understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities

Demonstrate an understanding of the main approaches to person-centred planning and their role in guiding service provision

Demonstrate an understanding of the principle of social role valorisation and its role in guiding service provision

Detect practice in services for people with intellectual/developmental disabilities which is coherent with social role valorisation

Demonstrate an understanding of needs assessment

Demonstrate an understanding of published needs assessment schedules

Detect practice in services for people with intellectual/developmental disabilities which is coherent with social role valorisation

Demonstrate an understanding of how individual assessment relates to other organizational systems with particular reference to: individual planning; multidisciplinary teams; general practitioners.

Collate, summarise and interpret specialist report

Demonstrate a knowledge of published needs assessment schedules

Demonstrate an understanding of useful data to collect in the workplace

**Preliminary Reading**


Bolton C & Allen B (1999) Getting to know you: Planning for services in supported living. CIRCL., Arcadia, CA


Preliminary Reading

Describe the different types of hearing loss and the ways in which hearing loss impacts on communication difficulties.

Describe and implement a range of interventions which target communication skills.

Describe the relevance of promoting choice, well-being and communication in children and adults with complex needs, including those whose behaviour is challenging.

Learning Outcomes

Available only to students studying the Intellectual and Development Disabilities programme

Synopsis

This module provides an introduction to choice, well-being and communication for people with intellectual and developmental disabilities (IDD). The sessions on communication will explore assessment of communication and the communication environments leading to communication intervention. Other topics covered in the curriculum include the assessment of choice, well-being and health, intimate care, sexuality and sexual health for people with IDD, the development of social networks.

Learning Outcomes

Describe physical, sensory and health problems commonly experienced by people with intellectual and developmental disabilities and the roles of health action planning and health facilitation.

Describe the process of assessing preference and choice and implement interventions that increase the availability of chosen and preferred activities.

Describe the process of communication with reference to individual and environmental factors.

Describe and identify the precursors to language development, including describing the way in which intentional communication develops.

Describe the different types of hearing loss and the ways in which hearing loss impacts on communication difficulties.

Demonstrate the process of assessment of basic aspects of communication including observational techniques and questionnaires.

Describe and implement a range of interventions which target communication skills.

Describe and implement interventions that increase the availability of chosen and preferred activities.

Pre-requisites

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

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Describe and implement interventions that increase the availability of chosen and preferred activities.

Pre-requisites

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Describe and implement a range of interventions which target communication skills.

Describe and implement interventions that increase the availability of chosen and preferred activities.

Reference


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TZ312 Work-based Learning in Person Centered Support

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Contact Hours
28. Learning and teaching will take place within a 4 one-day workshop spread across 4-5 months. Non-contact study hours: 572

Pre-requisites
TZ310, TZ311, TZ309, SO328

Restrictions
AVAILABLE only to students studying the Intellectual and Development Disabilities programme

Synopsis
This module’s objectives are primarily about the implementation and demonstration of professionally relevant knowledge. Accordingly, learning and teaching will focus on the provision of supervision/mentoring. All students will have both a university tutor and a local supervisor. Together they will map out the work-based learning module at the beginning of the Stage. They will meet regularly throughout the Stage to review progress. In the second half of the Stage, 1-day workshops in small groups will allow students to obtain and provide peer supervision as well as ongoing mentoring from their tutor and local supervisor.

Learning Outcomes
Demonstrate a clearly articulated person-centred values base underlying their work with people with intellectual and developmental disabilities.
Demonstrate the promotion of choice, well-being and communication in their work with people with intellectual and developmental disabilities.
Demonstrate the provision of effective support for participation and independence in their work with people with intellectual and developmental disabilities.
Demonstrate the taking of a local leadership role in their work with people with intellectual and developmental disabilities.

Preliminary Reading
Reading lists from modules 1 - 4 will also be relevant for this workshop.
### DI303 Survey and Monitoring for Biodiversity

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**Contact Hours**

One-week field course: Easter Vacation.

**Pre-requisites**

DI305 or DI308

**Synopsis**

The broad aim of this module is to provide students with practical field experience in biodiversity monitoring and assessment methods. Specific aims are to introduce students to a range of basic field techniques and develop their skills in the collection, analysis and presentation of field data. The module provides an essential practical element of the Biodiversity Conservation and Management programme. The module is offered as an intensive one-week residential field course during the Easter Vacation. Groups of students will each undertake a five-day survey or monitoring project under the supervision of a member of staff. Each project will assess the biodiversity of an appropriate taxonomic group (i.e., invertebrates, birds, mammals, amphibians, plants, bacteria, etc.) in either a terrestrial or freshwater habitat. Students will be expected to arrive at an appropriate design for data collection in discussion with their supervisor, carry out the survey, analyse the data and present a short seminar on their results at the end of the week.

**Learning Outcomes**

- Skills to design and execute ecological surveys.

**Preliminary Reading**

Elzinga, C.L. et al. "Monitoring Plant and Animal Populations"

Henderson, P.A. "Practical Methods in Ecology"

Krebs, C. "Ecological Methodology"

Sutherland, W.J. "Ecological Census Techniques: A Handbook"

### DI304 Economic and Environmental Systems

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**Contact Hours**

10 lectures and 10 seminars.

**Synopsis**

The survival of man and other living organisms is ultimately controlled by the interaction of our economic system and the earth's resources and climate. In Part I you consider Earth history and the main environmental systems of the earth. In Part II we explore the impact of man on the Earth and its resources from a systems perspective. In Part III we explore imbalances in the economic-environment system that have given rise to environmental problems such as climate change and biodiversity loss and consider potential solutions.

**Learning Outcomes**

On completion of the module students will understand:

- The relationship between the environment and economy.
- The fundamentals of economic theory with reference to the use and management of natural resources.
- The distinctive characteristics of natural resources from an economic perspective and how this impacts on their conservation and management.
- The role of government intervention in promoting sustainable management of natural resources.

**Preliminary Reading**


## DI305  Biodiversity I

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### Contact Hours
12 lectures and 12 seminars.

### Synopsis
This module aims to explore various definitions and applications of the term ‘biodiversity’ and to provide students with a basic knowledge of animal and plant diversity, classification and biogeography. The module also assesses the importance of biodiversity in scientific, social and cultural terms and examines the necessity for conserving biodiversity and basic toolkits essential to its management.

### Learning Outcomes
On completion of the module, students will have an understanding of the meaning and applicability of the term ‘biodiversity’. They will have an appreciation of the wealth of animal and plant species on Earth and of some reasons for their evolutionary success and decline.

### Preliminary Reading
- Wilson, E.O. "The Diversity of Life", Penguin, 1994

## DI307  Environmental Sciences

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### Contact Hours
12 lectures and 12 seminars.

### Synopsis
The aim of this unit is to consider human use of natural resources and the way in which changing patterns of use are influencing environmental policies. The concept of sustainability in past and current practices will be reviewed in relation to current issues such as food production, landuse and GMOs; water wars, peak oil and alternative energy, mineral production, pollution. Application of the environmental sciences will underpin this module to examine means of developing future sustainability. The module will be delivered by specialist lecturers.

### Learning Outcomes
On completion of the module students will have an understanding of:
- Natural resource use and its impact on biodiversity.
- The need to reduce, reuse and recycle.
- Means of assessing risks and hazards and developing responses.
- The basis of management for a quality environment.

### Preliminary Reading
- Bryant, E.A. "Natural Hazards", 2005, Cambridge University Press
- O'Riordan, T. (ed.) "Environmental Science for Environmental Management", 2000, Pearson Education
**Preliminary Reading**


**Preliminary Reading**

Conservation priorities and whether they are proportionate and effective in preserving animal diversity or, for other reasons appropriately conserving species.

The politics of the relationship between humans and animals and the dynamics of animal protection.

**Learning Outcomes**

This module introduces students to a wide-ranging view of the relationship of animals and people as follows:

The historical relationship of animals and people.

Domestication and agriculturalisation of animals and the use of companion animals.

Animals in trade.

The development of concepts of animal rights and animal welfare.

The green movement, animals and NGO’s.

Fishing, hunting and trapping animals.

Animals in entertainment and in sport.

Mythological and religious perspectives of animals.

Contemporary social views of animals.

Endangered species, biodiversity preservation and conservation policy.

Conflicts between welfare and species conservation and conflicts between the multilateral trade regime and conservation.

The wide-ranging relationship between humans and animals from many theoretical perspectives.

The politics of the relationship between humans and animals and the dynamics of animal protection.

Conservation priorities and whether they are proportionate and effective in preserving animal diversity or, for other reasons appropriately conserving species.

**Preliminary Reading**


DI310 Skills for Wildlife Conservation and Management

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<td>50% Coursework, 50% Exam</td>
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Contact Hours
Lectures, field trips and labs.

Synopsis
The aim of this module is to introduce and link theoretical and practical aspects of wildlife conservation and management including: threats, extinction risk and conservation actions; demographic and genetic management of small populations; over-exploitation and sustainable use; methods for conducting animal and plant surveys; methods for establishing conservation priorities.

Learning Outcomes
The importance of an interdisciplinary approach to wildlife conservation.

Preliminary Reading
Ricklefs, R.E. “Ecology” (3rd ed.)
Wilson, E.O. “The Diversity of Life”

SE300 Computing for Anthropologists

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<td>50% Coursework, 50% Exam</td>
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Contact Hours
24 lectures; 24 seminars / practicals

Synopsis
The module is strongly recommended to intending Stage 2 BA Social Anthropologists - it is not a required module. The module is required for students entering the BSc in Anthropology. Numbers are restricted, and students registered for Anthropology degrees in Stage 2 will have priority. No previous experience of computers is needed to register for this module, nor are there any preferred A-levels or other qualifications. If you do choose to take it, you may find it worthwhile to learn to type. This module is a twenty-four week introduction to using computers in ‘ordinary’ anthropology, suitable for students intending to do Stage 1 Social Anthropology and Anthropology (BA and BSc). It is taught by lectures, practicals and seminars. You will use the computer to assist on projects, which are drawn from ‘real-world’ anthropological experience, developing an understanding of what ‘doing’ anthropology is about. This module was the first of its kind in the country, and remains the most comprehensive. It is designed to teach you useful skills, ones you can use in your other modules at the University, and in your future career. The main emphasis is on using the computers to do interesting and useful anthropological things, and on understanding the intellectual implications of those techniques. You will learn basic skills like writing, drawing and accessing information relevant to anthropology; field notes, ethnographic photographs, video and audio material. You will use computers to explore human knowledge in areas ranging from kinship to navigation in the South Seas, and how to explore the variety of human society with computer models. Most of the material in the module is drawn from work in anthropology and computing of the past three decades. Supporting materials almost entirely online – this and other information on the module is found at http://lucy.kent.ac.uk/Courses/SE300

Learning Outcomes
Exploit computers for a range of anthropological applications.
Advance these skills further in an independent manner.
Understand in a basic manner how computers are programmed to address complex anthropological problems.
Understand in a basic manner how human relationships are structured and how anthropologists address this structure.
Understand in a more practical manner the basic approaches to research in anthropology.
Understand both the complexity of human knowledge and how we as anthropologists can represent this complexity.

Preliminary Reading
Fischer, M. “Application of Computing for Social Anthropologists”
### SE301  Social Anthropology

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**Contact Hours**

24 lectures and 24 seminars

**Synopsis**

Social Anthropology is a discipline which has traditionally specialised in the study of non-Western, pre-industrial societies. With increasing frequency, however, social and cultural anthropologists have turned towards the study of 'home', using insights gained from studying other cultures to illuminate aspects of their own society. This course draws on both these areas of social anthropology, looking at people from places as different as the rainforests of West Africa and the industrial heartlands of Britain and America, and introduces students to social anthropology through a selection of topics which have been chosen to illustrate the kind of issues that social anthropologists study and the kinds of arguments and theories they have developed. Module topics include: CULTURE, SYMBOLISM AND CLASSIFICATION (including language, myth, taboo). THE ANTHROPOLOGY OF INTIMATE LIFE (including marriage, divorce and exchange). RELIGION, RITUAL AND BELIEF (including initiation, and witchcraft). POWER, POLITICS AND IDENTITY (including ethnicity, nationalism, multiculturalism, globalisation).

**Learning Outcomes**

A degree of familiarity with some of the anthropological topics and issues relating to writings on: culture, society, classification, kinship and marriage, exchange, religion and ritual, political relations and identities.

An ability to discuss the similarity and difference between the student’s own society and those encountered in ethnographic writings.

An ability to analyse and communicate their understanding of anthropological texts in written and spoken contexts.

An ability to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data.

**Preliminary Reading**

Hendry, J. "An Introduction to Social Anthropology. Other People’s Worlds.”

### SE302  Foundations of Human Culture

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**Contact Hours**

33 lectures; 11 seminars; 1 fieldtrip

**Synopsis**

This module is an introduction Biological Anthropology and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, human growth and development, elementary genetics, the evolution of our species, origins of agriculture and cities, perceptions of race, and current research into human reproduction and sexuality. This module is required for all BSc in Anthropology and BA in Social Anthropology students. The module is also suitable for students in other disciplines who want to understand human evolution, and the history and biology of our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications.

**Learning Outcomes**

Understood the basic principles of evolution.

Developed a good understanding of human prehistory and biology.

Reviewed evidence from palaeoanthropology, evolutionary biology, comparative primatology, and archaeology that leads to this understanding.

Discussed what it means to be human.

An understanding of the origins of human culture, art, and society.

An appreciation of humans as biological entities.

**Preliminary Reading**


Scarry, "The Human Past”, Thames & Hudson, 2005

Stanford et al., “Biological Anthropology”, 2006
Campbell & Reece, “Biology”, 2006
Whitehead et al., “A Photographic Atlas for Physical Anthropology”, 2004

**Preliminary Reading**

To understand the breadth and interconnectedness of biological anthropology as a discipline to operate safely in laboratory environment and undertake basic practical work pertinent to biological anthropology.

To appreciate the diversity of humans and the role of the environment in shaping that diversity.

To interpret and report results of practical investigations within their broader contexts.

To appreciate the diversity of humans and the role of the environment in shaping that diversity.

**Learning Outcomes**

The purpose of this module is to introduce students to the principles and practice of Biological Anthropology through guided hands-on learning. Covering the broad range of biological anthropology from genetics to human evolution, from primateology to human adaptation and behaviour, the module provides a practical counterpart to the subject areas covered by SE302:

- **Foundations of Human Culture.** Through conducting and writing-up the practical exercises, students gain a deeper understanding of biological anthropology, appreciating the interconnectedness of the discipline and its relationship to both natural and social sciences. By the end of this module, students will have an understanding of the scientific background to evolutionary adaptation: an appreciation of the importance of biological systems and processes as they apply to humans.

- Students should also have acquired basic laboratory skills, including a knowledge of good laboratory practice and safety procedures, and be able to undertake practical work pertinent to biological anthropology.

**Synopsis**

This module introduces students to the interdisciplinary subject of ethnobotany, the study of the human conceptualisation and use of plants, historically and cross-culturally. It emphasises the importance of culture in mediating the use of plants among humans, and explores the role of wild and domestic plants in human evolution, including the way human societies have manipulated and altered the landscape. Other topics include plant classification among cultures, medicinal plants, hallucinogens and other drug plants, and plants in material culture and trade. The application of ethnobotany to contemporary problems in conservation, development and human rights is also explored. The Anthropology Departments’ Ethnobiology Laboratory will be the scene for weekly labs in the methods and techniques used by ethnobotanists including ethnological and botanical field methods. Videos and field trips will also enhance the opportunities for alternative means of learning.

**Preliminary Reading**


**Synopsis**

This module introduces students to the interdisciplinary subject of ethnobotany, the study of the human conceptualisation and use of plants, historically and cross-culturally. It emphasises the importance of culture in mediating the use of plants among humans, and explores the role of wild and domestic plants in human evolution, including the way human societies have manipulated and altered the landscape. Other topics include plant classification among cultures, medicinal plants, hallucinogens and other drug plants, and plants in material culture and trade. The application of ethnobotany to contemporary problems in conservation, development and human rights is also explored. The Anthropology Departments’ Ethnobiology Laboratory will be the scene for weekly labs in the methods and techniques used by ethnobotanists including ethnological and botanical field methods. Videos and field trips will also enhance the opportunities for alternative means of learning.

**Preliminary Reading**

2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

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WL300 Recognition of Prior Learning

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Contact Hours
3 hours per week for 6 weeks

Synopsis
This module introduces students to theories of experiential learning and APEL in order that they can show evidence of existing workplace knowledge and skills and identify learning and achievement. It will provide students with a structured approach to identifying and recognising experiential learning, in order to produce a structured portfolio of learning that can be assessed against the learning outcomes of the module. The module will support students to value the extent of their workplace knowledge and skills, and enable them to make relevant career and educational decisions. Lectures topics will include the following: Theories of experiential learning; An exploration of the learning cycle and learning styles; Theories and practices associated with the production of an APEL portfolio; Development of reflective writing skills.

Learning Outcomes
- Demonstrate an understanding of the theories of experiential learning
- Identify significant work related experiences which can be used to demonstrate academic worth
- Demonstrate an understanding of the practice of APEL and how it applies to the assessment of HE studies
- Present evidence of certificated and un-certificated experiential learning in a structured portfolio so that it can be assessed against a given set of learning outcomes

Preliminary Reading
- Boud, Keoigh & Walker (1994) Reflection: Turning Experience into Learning
- Kolb (1976) The Learning Style Inventory
- Jaspers (2003) Beginning Reflective Practice
- Redfern (1999) Developing your Professional Portfolio (2nd ed.)
- Pearce (2003) Profiles and Portfolios of Evidence

WL302 Programme Planning

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<td>100% Coursework</td>
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Contact Hours
3 hours per week for 6 weeks

Synopsis
This module enables students to negotiate a programme of study using modules from the University catalogue. Students are required to write a programme plan through the development of a learning contract. The module will support students to undertake a personal review of their workplace knowledge and skills, and to identify opportunities within the workplace through which to develop their programme of study. Students will use their personal review to identify specific work-related project that they will complete through their negotiated study programme. Students will produce a learning contract detailing the curriculum content, learning outcomes and assessment activity needed to complete a workplace assignment. Lectures topics will include the following: This is a process driven/task orientated module so students will be supported through this process as opposed to being taught specific lecture topics.

Learning Outcomes
- Create, design and negotiate their individual learning programme
- Demonstrate a sound understanding of the modules chosen from different disciplines including the expected learning outcomes
- Relate the learning outcomes of the chosen subject specific modules to professional practice and/or future career goals
- Anticipate how learning from the subject specific modules will enhance professional practice and/or future career goals

Preliminary Reading
- Moon (2000) Reflection in Learning and Professional Development
- Kolb (1976) Experiential Learning: Experience as a Source for Learning
**Contact Hours**
4 hours per week for 6 weeks

**Synopsis**
This module enables students to develop the underpinning knowledge and skills needed to complete the programme. It will introduce students to theories, concepts and techniques of one relevant, academic discipline as they relate to the workplace. The module will explore the nature of capability in a professional context. It will also provide students with core work-related HE skills and the skills needed to undertake the Applied Professional Practice Award. The module will build upon existing knowledge and skills and encourage students to test out theories, methods and approaches to work-based learning as they relate to their own practice setting.

**Learning Outcomes**
Demonstrate an understanding of the theories and concepts from one academic discipline as these related to the workplace
Demonstrate an understanding of the nature of capability in a professional context (e.g. analysing problems and situations; evaluating the observed practice of others; conceptualising and evaluating personal work in order to learn from experience)
Show evidence of the development of key skills and knowledge relating to academic and professional work including basic information gathering, communication, problem-solving

**Preliminary Reading**
Drew & Bingham (1999) Key Work Skills
Hull (2005) Profiles and Portfolios
Ranson (1998) Inside the Learning Society