

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 35 Kent Business School

AC502	Business Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Ransley Mrs A
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Ransley Mrs A
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	Ransley Mrs A

#### Contact Hours

Lectures: 44  
Seminars: 21  
Independent study: 232  
Examination: 3

Total hours: 300

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 critically review finance theories and concepts and their application to a practical environment including financial management, risk and the operation of financial markets
- 8.2 apply the fundamental concepts and principles (introduced in the pre-requisite study) which underlie investment, financing, and dividend decisions, in both a theoretical and practical context, including the strengths and weaknesses of more complex quantitative techniques
- 8.3 demonstrate knowledge and skills in recording and summarising the financial aspects of company dividend policy, capital structure, types of finance sources and merger activities
- 8.4 critically analyse, compare, discuss and critically evaluate various financial theories
- 8.5 demonstrate understanding of the practical implications of investing on the stock market

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 structure, and develop and defend complex arguments
- 9.2 analyse structured and unstructured problems and prepare projections regarding related decisions
- 9.3 develop, analyse and synthesise complex material and data relevant to financial issues
- 9.4 apply quantitative techniques for solving problems within a finance context
- 9.5 plan work, use relevant sources and study independently
- 9.6 demonstrate suitable communication skills

#### Method of Assessment

70% examination; 30% coursework, made up of a group portfolio project (25%) and timed in-class coursework (5%)

#### Preliminary Reading

Indicative Reading List:

Allen, F., (2013), Principles of Corporate Finance, London: McGraw Hill

Arnold, G., (2012), Corporate Financial Management, Harlow: Pearson

Brealey, R., Myers, S. and Rutterford, J., (2007), Introduction to Stock Exchange Investment, Basingstoke: Palgrave MacMillan

#### Pre-requisites

AC523 Principles of Finance

#### Synopsis \*

This module begins with a focus on the financial system of the UK, including the major players in the markets and key interrelations. It then proceeds to cover key topics, including: advanced portfolio theory, the capital asset pricing model, arbitrage pricing theory, the implications and empirical evidence relating to the efficient market hypothesis, capital structure and the cost of capital in a taxation environment, interaction of investment and financing decisions, decomposition of risk, options and pricing, risk management, dividends and dividend valuation models, mergers and failures and evaluating financial strategies.

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AC504	Auditing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Godsell Dr D
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Godsell Dr D
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	Godsell Dr D

### Contact Hours

Lectures: 44

Seminars: 21

Other self managed learning: 150

Coursework (including preparation): 35

Examination (including revision): 50

Total hours: 300

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. critically appraise the regulatory, legal, professional and socio-economic environments within which company audits are performed
2. critically review the underlying auditing theory, including Flint's concepts and postulates of auditing and the inherent constraints and limitations of auditing, and the nature and causes of the audit expectation gap
3. critically examine the technical language and practices employed in the audit of company financial statements
4. critically evaluate the role and significance of auditing in the context of widely researched capital market and behavioural models including the efficient markets hypotheses and agency theories of the firm
5. critically evaluate the nature, role and development of a profession and professional bodies, professional duties and ethics, professional independence, professional negligence and legal liability

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. critically evaluate arguments and evidence
2. analyse conceptual problems
3. assimilate concepts from research literature
4. use library resources to assimilate materials from research literature
5. exercise effective written and oral communication
6. exercise independent, self-managed study of research materials

### Method of Assessment

70% written examination; 30% coursework which consists of:

Coursework Essay 1 - 15%

Coursework Essay 2 - 15%

### Preliminary Reading

Indicative Reading List:

Cosserat, G.W., (2015) Modern auditing, 4th ed, Chichester: John Wiley & Sons

Flint, D. (1988) Philosophy and principles of auditing: an introduction, Basingstoke: Macmillan Education

Godsell, D. (1991) Auditors' legal duties and liabilities, London: Longman

Gray, I. (2015) The audit process: principles, practice and cases, 6th ed, London: Cengage Learning

Porter, B. (2014) Principles of external auditing, 4th ed, Chichester: John Wiley

Sherer, M. & Turley, S., (1997) Current issues in auditing, 3rd ed, London: Sage Publications

### Pre-requisites

AC506 - Financial Accounting II

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### Synopsis \*

This module will cover the following topics:

- The historical development of auditing
- The nature, importance, objectives and underlying theory of auditing
- The philosophy, concepts and basic postulates of auditing
- The regulatory and socio-economic environment within which auditing process takes place
- Auditing implications of agency theories of the firm
- Auditing implications of the efficient markets hypothesis
- The statutory and contractual bases of auditing, including auditing regulation and auditors' legal duties and liabilities
- Truth and fairness in financial reporting
- Materiality and audit judgement
- Audit independence
- The nature and causes of the audit expectation gap
- Auditors' professional ethics and standards
- Audit quality control, planning, programming, performance, supervision and review
- The nature and types of audit evidence
- Principles of internal control
- Systems based auditing and the nature and relationship of compliance and substantive testing
- The audit risk model and statistical sampling
- Audit procedures for major classes of assets, liabilities, income and expenditure
- Audit reporting.

AC506 Financial Accounting II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	

### Contact Hours

3 hours per week (2 hours lectures and 1 hour seminar per week) <P><LI>Lectures: 44<LI>Seminars: 21<LI>Other self managed learning: 235<P><B>Total hours: 300</B>

### Learning Outcomes

Knowledge and understanding of the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used, beyond that available from Financial Accounting I

Knowledge and understanding of aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting, beyond that available from Financial Accounting I

Knowledge and understanding of the technical language and practices employed in recognition, measurement and disclosure in financial statements in the UK, beyond that available from Financial Accounting I

Knowledge and understanding of alternative technical languages and practices proposed for use in recognition and measurement in financial statements, to reflect changes in prices, beyond that available from Financial Accounting I

### Method of Assessment

70% 3-hour written examination; 30% coursework (minimum of 3 assignments drawn from 4 computations/essays and an effective communication exercise)

### Preliminary Reading

Elliott, Barry, Elliott, Jamie: Financial accounting and reporting ,2012

Alexander, David, Britton, Anne, Jorissen, Ann, Alexander, David: International financial reporting 2011

### Pre-requisites

<B>Canterbury:</B><BR>AC300 Financial Accounting I<P><B>Medway:</B><BR>AC300: Financial Accounting I, <BR>CB365: Economics for Business 1, <BR>CB363: Economics for Business 2 & <BR>CB362: Data Management for Business <BR>AC300/511 Financial Accounting I

### Synopsis \*

The conceptual framework of financial reporting; the financial reporting environment; the regulation of financial reporting; long-lived tangibles; long-term contracts; leases; capital instruments, provisions and contingencies; deferred tax; research and development; intangibles; group accounting; merger accounting; foreign activities; associates and joint ventures; off-balance sheet financing; reporting financial performance; earnings per share; the theory of capital and income; review of historical cost accounting; price-level accounting.

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<b>AC507 Management Accounting II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Funnell Prof W
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Funnell Prof W
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	Funnell Prof W
1	Medway	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Katsikas Mr E

### Contact Hours

Lectures 40  
Seminars 20  
Assessment hours 5  
Private Study 235

Total 300

### Learning Outcomes

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 extract and analyse data from multiple sources
- 9.2 work independently and manage their time effectively
- 9.3 use communications and information technology in acquiring, analysing and communicating information
- 9.4 communicate effectively both orally and in writing
- 9.5 analyse and draw reasoned conclusions and make recommendations in relation to primarily unstructured problems

10. A synopsis of the curriculum

The module examines contemporary management accounting issues at an advanced level. It takes an interdisciplinary perspective and draws on the knowledge and techniques acquired in Stages 1 and 2 core modules. The module explores the role of management accounting within the context of strategic management and management control. The module traces and evaluates recent major changes in management accounting and aims to increase students' awareness of how management accounting is used in managing organisations and the impact of organisational and social context on management accounting practice and effectiveness.

### Method of Assessment

In class test 10%  
Group case study presentation 10%  
Essay 1500 words 10%

Examination 70%

### Preliminary Reading

The main texts for this module are:

Atkinson A., Kaplan R., Matsumura E. and Young S. (2012), *Management Accounting: Information for Decision-Making and Strategy Execution*, Harlow: Prentice Hall.

Merchant, K. and Van der Stede, W. (2014), *Management Control Systems: Performance Measurement, Evaluation and Incentives*, Harlow: Prentice Hall.

Additional, supplementary texts which are relevant:

Drury, C. (2012), *Management and Cost Accounting*, 8th Edition, Cengage Learning.

Hopper, T., Northcott, D., and Scapens, R. (2007), *Issues in Management Accounting*, Third Edition, Harlow: Prentice Hall.

Weygandt J., Kimmel P. and Kieso D. (2012), *Managerial Accounting: Tools for Business Decision Making*, Chichester: Wiley.

### Pre-requisites

AC521 Management Accounting I

### Synopsis <span style =

The module examines contemporary management accounting issues at an advanced level. It takes an interdisciplinary perspective and draws on the knowledge and techniques acquired in Stages 1 and 2 core modules. The module explores the role of management accounting within the context of strategic management and management control. The module traces and evaluates recent major changes in management accounting and aims to increase students' awareness of how management accounting is used in managing organisations and the impact of organisational and social context on management accounting practice and effectiveness.

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AC508		Principles of Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	

### Contact Hours

3 hours per week (2 hours of lectures, 1 hour seminar)

Lectures: 44

Seminars: 21

Other self management learning: 232

Examination: 3

Total hours: 300

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of the business entity and the capital markets contexts in which finance operates. Knowledge and understanding of the concepts and principles that underlie the investment and financing decision-making process, including the strengths and weaknesses of quantitative techniques. Thus providing a suitable base from which appropriate techniques can be developed.

Ability to identify the nature of a problem and selection of appropriate quantitative techniques. Recognition and measurement of relevant cost/benefit data and presentation via appropriate financial documents.

Ability to compare and contrast alternative approaches to investment appraisal and financing. Some of the alternative technical languages and practices of accounting.

Ability to structure develop and defend complex arguments as well as bring scholarly and critical insights from the social sciences to bear on the role, nature and context of finance.

Development of critical social scientific frameworks and understanding of finance concepts and theories and their application to a practical environment.

Identity, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks within finance and to develop, analyse and synthesise complex material.

Ability to apply quantitative techniques for solving problems within a finance context.

Ability to record and summarise transactions and other economic events, including decision analysis, discounted cash-flow analysis and the analysis of financial risk.

Ability to prepare financial documents in appropriate formats.

Ability to analyse finance requirements and working capital management.

Intended generic learning outcomes:

Ability to structure and develop appropriate and effective communications, critically and self critically, orally and in writing.

Appropriate formats are selected for presentation of work, which includes the acknowledgement and references of sources.

Ability to plan, work independently and use relevant resources.

Ability to work in groups, listen, respond to different points of view and negotiate outcomes. Ability to receive and use criticism and advice.

### Method of Assessment

70% written examination; 30% coursework which consists of:

Two revision tests: 10%

Individual presentation: 10%

Timed test: 10%

There are four coursework components. The coursework assessment mark is the arithmetic average of the best three components marks, thus each carries an equal weighting of 10% for assessment purposes.

### Preliminary Reading

Indicative Reading List:

McLaney, E J. (2011). Business Finance Theory and Practice. (9th Ed) Financial Times / Prentice Hall  
 Arnold, Glen (2008). Corporate Financial Management (4th Revised Ed), Financial Times / Prentice Hall,  
 Lumby, S. and Jones, C. (2011) Corporate Finance: Theory and Practice (8th Ed), Cengage Learning

### Pre-requisites

An Economics module, a Mathematics and Statistics module

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### Synopsis \*

This module is concerned with the principles which underlie the investment and financing decision making process. Before a rational decision can be made objectives need to be considered and models need to be built. Short-term decisions are dealt with first, together with relevant costs. One such cost is the time value of money. This leads to long term investment decisions which are examined using the economic theory of choice, first assuming perfect capital markets and certainty. These assumptions are then relaxed so that such problems as incorporating capital rationing and risk into the investment decision are fully considered. The module proceeds by looking at the financing decision. The financial system within which business organisations operate is examined, followed by the specific sources and costs of long and short-term capital, including the management of fixed and working capital.

AC520		Management Accounting 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	

### Contact Hours

3 hours per week (2 hours of lectures, 1 hour seminar) plus 1 hour weekly Computer Applications seminar during the Autumn Term  
Lectures: 44  
Seminars: 21  
Other self managed learning: 257  
Total hours: 300

### Learning Outcomes

The intended subject specific learning outcomes

On successful completion of this module, students will have acquired:

A systematic understanding of the contexts in which management accounting operates

The ability to critically evaluate the uses of managerial accounting information for strategic decision making

A systematic understanding of the current technical language and practices of management accounting.

The ability to record and summarise economic events through the preparation of profit and loss accounts for management purposes

A systematic understanding of various costing systems in management accounting and cost allocation for supporting strategic managerial decisions

The ability to design and prepare budgets and perform variance analysis for strategic planning and control

The intended generic learning outcomes

On successful completion of this module, students will have acquired the:

Ability to communicate and learn effectively using information technology.

Ability to analyse the operations of business and prepare financial projections.

Ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline

Ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem

### Method of Assessment

70% written examination; 30% coursework which consists of:

In-class Test: 10%

Essay & Research Plan: 10%

2 x Virtual Learning Environment tests: 5% each

### Preliminary Reading

Seal, Garrison, Noreen: Managerial Accounting 4rd Edition McGraw-Hill (2012)

Bhamini, Horngren, Data, Rajan: Management and Cost Accounting 5th edition FT-Prentice Hall Hill (2012)

Drury: Management and Cost Accounting 8th Edition SOUTH-WESTERN CENGAGE Learning ISBN 978-1-84480-566-2 (2012)

Atkinson, Kaplan, Matsumura and Young: Management Accounting, PEARSON, Prentice Hall (2007)

### Pre-requisites

Canterbury:  
AC300 Financial Accounting I, CB314 Quantitative Models and Methods for Accounting & Finance, EC302 Introduction to Economics.

Medway:  
AC300: Financial Accounting I, CB365: Economics for Business 1, CB363: Economics for Business 2  
CB362: Data Management for Business

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The work of accountants permeates all aspects of management and accountants provide information that is relevant for both managers and external stakeholders in the context of planning and controlling an organisation. This module will introduce and develop the principles and techniques used to provide appropriate financial information for managers to enable them to make better informed decisions. Topics may include:

- An introduction to management accounting
- The role of management accountants in an organisation
- Cost terms and purposes
- Cost determination
- Cost-Volume-Profit (CVP) analysis
- Measuring relevant costs & revenues for decision making
- Job order costing
- Cost allocation
- Activity based costing
- Joint and by-product costing
- Pricing, target costing and customer profitability analysis
- Motivation, budgets and responsibility accounting
- Flexible budgets, variances and management control
- Value based management and strategic management
- Performance management and management control
- Environment cost accounting: Sustainability

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

AC521	Management Accounting I					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Bigoni Dr M

### Contact Hours

Lectures 44  
Seminars 21  
Other Self-Managed Learning 235

Total hours 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Differentiate the contexts in which management and financial accounting operate.
- 8.2 Determine costs based on cost terms and purposes.
- 8.3 Apply relevant management accounting techniques under various costing systems.
- 8.4 Distinguish between short-run and long-run pricing decisions and describe approaches to pricing.
- 8.5 Measure yield, mix and quantity effects in planning and control.
- 8.6 Design and prepare budgets and perform variance analysis for strategic planning and control.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate and learn effectively using information technology.
- 9.2 Manage their own learning, and to make use of scholarly reviews and primary sources, e.g. refereed research articles and/or original materials appropriate to the discipline.
- 9.3 Evaluate arguments, assumptions and data to make judgements, and frame appropriate questions to achieve a solution to a problem.

### Method of Assessment

In-class test 10%  
Essay 10%  
VLE test 10%

Examination 70%

### Preliminary Reading

Core text:

Bhimani, A., Horngren, C.T., Data, S.M. and Rajan, M.V. (2012) Management and Cost Accounting 5th edition Harlow: FT-Prentice Hall

Other recommended texts:

Atkinson, A.A. (2007) Management Accounting, Upper Saddle River, N.J.: Pearson Prentice Hall

Drury, C. (2012) Management and Cost Accounting 8th Edition, Andover: Cengage Learning

Seal, W., Garrison, R.H. and Noreen, E.W. (2012) Managerial Accounting 4rd Edition London: McGraw-Hill

### Pre-requisites

AC300: Financial Accounting I, CBXXX: Mathematics and Statistics for Accounting and Finance and EC302: Introduction to Economics

### Synopsis \*

The work of accountants permeates all aspects of management and accountants provide information that is relevant for both managers and external stakeholders in the context of planning and controlling an organisation. This module will introduce and develop the principles and techniques used to provide appropriate financial information for managers to enable them to make better informed decisions. Topics may include:

- An introduction to management accounting
- The role of management accountants in an organisation
- Cost terms and purposes
- Cost determination
- Cost-Volume-Profit (CVP) analysis
- Measuring relevant costs & revenues for decision making
- Job order costing
- Cost allocation
- Activity based costing
- Joint and by-product costing
- Pricing, target costing and customer profitability analysis
- Motivation, budgets and responsibility accounting
- Flexible budgets, variances and management control
- Value based management and strategic management
- Performance management and management control
- Environment cost accounting: Sustainability

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

AC522		Advanced Financial Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Casson Mrs A

### Contact Hours

Private Study 235  
Lectures 44  
Seminars 21

Total 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. prepare financial statements by applying accounting standards, regulations and terminology
2. demonstrate how to account for complex transactions in financial statements by applying accounting standards
3. critically analyse the financial performance and position of a business using techniques such as financial ratios
4. apply and interpret valuation and forecasting techniques

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. critically evaluate arguments and evidence
2. manipulate financial data and provide financial information to a variety of stakeholders whilst understanding the limitations of the information provided
3. communicate effectively

### Method of Assessment

In class test - 10%

Report and analysis exercise (word length 3,500) - 20%

3 hour unseen closed book - Examination 70%

### Preliminary Reading

Alexander, D., Britton, A. and Jorissen, A. (2014) International Financial Reporting and Analysis, (6th edition), London: Cengage Learning.

Elliott, B. and Elliott, J. (2015). Financial Accounting and Reporting, (17th edition), Harlow: FT Prentice Hall

Palepu, K.G., Healey P. M., and Peek, E. (2013) Business Analysis and Valuation, IFRS 3rd Edition, London: Cengage Learning

### Pre-requisites

AC524 Financial Accounting II

### Synopsis \*

This module is designed to build upon financial accounting topics taught in previous modules and assess them at a more advanced level. It will also introduce topics, not previous taught.

The following is an indicative list of topics to be covered:

- Accounting for complex transactions in financial statements
- Analysing and interpreting financial statements
- Valuation and forecasting
- Preparation of financial statements including those for complex groups
- Content and application of International Accounting Standards, as appropriate.

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AC523		Principles of Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Kume Dr O

### Contact Hours

Lectures: 44

Seminars: 21

Other Self-Managed Learning: 235

Total hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Differentiate the contexts in which finance operates.
- 8.2 Evaluate the concepts and principles that underlie the investment and financing decision-making processes, including the strengths and weaknesses of quantitative techniques.
- 8.3 Identify the nature of a problem and selection of appropriate quantitative techniques.
- 8.4 Compare and contrast alternative approaches to investment appraisal and financing as well as to evaluate critically the appropriateness of different approaches to solving problems in finance.
- 8.5 Identify, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks within finance and to develop, analyse and synthesise complex material.
- 8.6 Use a range of established techniques, within a finance context, to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- 8.7 Record and summarise transactions and other economic events, including decision analysis, discounted cash-flow analysis and the analysis of financial risk.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.
- 9.2 Plan, work independently and use relevant resources.

### Method of Assessment

Examination 70%

Group presentation 10%

Timed in-class coursework 20%

### Preliminary Reading

Arnold, G. (2013) Corporate Financial Management, 5th Edition. Harlow: Pearson Education Limited. ISBN – 13: 9780273759003

Lumby, S. and Jones, C. (2015) Corporate Finance: theory and practice, 9th Edition, 2015, Andover: Cengage Learning ISBN 13: 9781408079090

McLaney, E. (2014). Business Finance, 10th Edition, 2014, Harlow: Pearson Education Limited ISBN - 13: 9781292016122

### Pre-requisites

An Economics module, a Mathematics and Statistics module at Level 4

### Synopsis >\*

This module is concerned with the principles which underlie the investment and financing decision making process. Before a rational decision can be made objectives need to be considered and models need to be built. Short-term decisions are dealt with first, together with relevant costs. One such cost is the time value of money. This leads to long term investment decisions which are examined using the economic theory of choice, first assuming perfect capital markets and certainty. These assumptions are then relaxed so that such problems as incorporating capital rationing and risk into the investment decision are fully considered. The module proceeds by looking at the financing decision. The financial system within which business organisations operate is examined, followed by the specific sources and costs of long and short-term capital, including the management of fixed and working capital

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<b>AC524</b>		<b>Financial Accounting II</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Williams Mrs A

### Contact Hours

Private Study 234  
Lectures 42  
Seminars 22  
Assessment 2

Total Hours 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 evaluate the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used, beyond that available from Financial Accounting I
- 8.2 evaluate aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting, beyond that available from Financial Accounting I
- 8.3 apply the technical language and practices employed in recognition, measurement and disclosure in financial statements in the UK, beyond that available from Financial Accounting I
- 8.4 identify alternative technical languages and practices proposed for use in recognition and measurement in financial statements, to reflect changes in prices, beyond that available from Financial Accounting I

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 evaluate arguments and evidence
- 9.2 manipulate financial data
- 9.3 prepare financial statements
- 9.4 analyse the financial performance and position of a business and financial ratios
- 9.5 communicate effectively

### Method of Assessment

Test 1 10%  
Test 2 10%  
Communication skills assignment 10%  
Examination 70%

### Preliminary Reading

Alexander, D., Britton, A., and Jorissen, A., (2014): International financial reporting and analysis (6th edition) London: Cengage Learning

Elliott, B. and Elliott, J. (2015): Financial accounting and reporting (17th edition), London: FT Prentice Hall

### Pre-requisites

AC300 Financial Accounting I

### Synopsis \*

The module will aim to cover the following topics:

- the conceptual framework of financial reporting
- the financial reporting environment
- the regulation of financial reporting
- group accounting
- the International Accounting Standards Board
- content and application of International Accounting Standards as appropriate
- accounting standards
- accounting for transactions in financial statements

<b>CB313</b>		<b>Introduction to Statistics for Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Parker Dr K
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Parker Dr K

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Contact Hours

Lectures: 11  
Terminals: 10  
Private Study: 129

Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to use graphical, numerical and statistical techniques to handle a variety of business problems
- 8.2 Demonstrate an ability to summarise and analyse data and present it effectively to others
- 8.3 Use statistical techniques to draw well founded inferences from quantitative data
- 8.4 Demonstrate an ability to use appropriate software, including spreadsheets
- 8.5 Demonstrate an ability to understand the scope and limitations of quantitative methods
- 8.6 Identify sources of published statistics, understand their context and report on their wider relevance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Problem solve and demonstrate decision taking skills
- 9.2 Demonstrate numeracy and quantitative skills
- 9.3 Scan and organise data, abstract meaning from information and share knowledge with others
- 9.4 Demonstrate effective research skills, to synthesise information and to support written work by following the required academic conventions
- 9.5 Develop a reflective approach to learning and critical thinking skills essential for success in business
- 9.6 Demonstrate effective written skills at Level 4 as required to complete written assignments and business reports
- 9.7 Work and study independently and utilise resources effectively

### Method of Assessment

100% coursework comprising of:

3 VLE quizzes: 60%  
Statistics report: 40%

### Preliminary Reading

Keller, G. and Gaciu, N. (2015). Managerial Statistics (Europe, Middle East and Africa Edition), Andover: Cengage. Of particular relevance are Chapters 1–10 and 14.

Seeley J, (2002), One Step Ahead: Writing Reports, Oxford: OUP.

### Pre-requisites

None

### Restrictions

Available only to students taking:

Business Administration  
International Business  
Marketing

### Synopsis \*

So much of the world of business is based on quantitative information—sales, stock control, investments, loans, production levels, staffing numbers, share prices, interest rates, quality control, etc. etc. In almost any organisation where you work you must expect to deal with numbers. This module introduces you to the way you can make use of quantitative information through statistical analysis.

Topics may include:

The nature and use of numerical information

- Summarising data
- Graphical representation of data: histograms, pie charts, cumulative frequency curves
- Measures of location and dispersion
- Probability, distributions and expected values
- Sampling and its uses
- The  $\chi^2$  distribution, questionnaire analysis and contingency tables
- Correlation

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB357 Study Skills (Top-Up Degree)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	Pass/Fail Only	Robinson Mr S

### Contact Hours

At least 20 hours of direct staff-student contact, in addition students will be expected to study privately for approximately 20 hours in the immediate context of the Module.

Lectures: 20

Assessment (including preparation): 20

Independent study: 110

Total hours: 150

### Learning Outcomes

This module is primarily designed to develop generic rather than subject-specific skills. Its position as a pre-sessional module enables students to become familiar with and develop those cognitive and behavioural skills to enable them to perform to the standards set for the achievement of a first degree.

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

1. access relevant information from a variety of sources, eg academic and business texts/journals, case studies, including judicious use of the Internet.
2. write an essay to final year academic standards.
3. formally present their views to an audience using oral, visual and technical skills.
4. apply group-working skills, including listening, responding to different points of view, negotiating outcomes etc to any appropriate situation.

### Method of Assessment

Pass/Fail based on:

Summary of an Academic Article 10%

First Individual Presentation On Set Topic 10%

Research Skills: A Test Following Workshop / Presentation 10%

Referencing Skills: A Test Following Workshop / Presentation 10%

2,000 Word Essay Preceded by Essay Plan Tuition. 10%

First Individual Presentation on Programme Related Topic. 20%

Final 3,000 word Essay on Chosen Business Topic. 30%

### Preliminary Reading

Gallagher K. (2010) Skills Development for Business and Management Students, Oxford.

Cottrell S. (2008) (3rd Edition) The Study Skills Handbook, Palgrave Study Guides.

Range of online Study Skill guides on the UELT website

### Pre-requisites

Students from Canterbury College, or equivalent institution, must have achieved a "Merit" or higher profile in their HND studies or Foundation Degree.

### Synopsis \*

The module will include:

Audit of students skills in reading and comprehension of higher learning material.

Identification of behavioural barriers to effective learning.

Internet searching.

Harvard referencing.

The development of the necessary skills and awareness for self management through:

1. feedback from testing
2. group discussion
3. analysis
4. presentations
5. reasoning
6. referencing
7. research and essay writing

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB363</b>		<b>Economics For Business 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Robinson Dr C
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Robinson Dr C

### Contact Hours

One hour lecture and one hour seminar per week with additional workshops<P>

<LI>Lectures: 11 hours

<LI>Seminars: 10 hours

<LI>Workshops: 3 hours

<LI>Private study to read and assimilate lecture material: 24 hours

<LI>Preparation for seminars: 22 hours

<LI>Preparation for in class tests: 40 hours

<LI>Preparation for examination: 40 hours<P>

<B>TOTAL: 150 hours</B>

### Learning Outcomes

Understand the basic principles of macro-economics

Understand the main ways in which macro-economics 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 macro-economic analysis skills and understanding necessary for accounting and management

Be able to construct their own economic arguments and offer critical comments on the arguments of others

### Method of Assessment

<LI>Examination – 2 hour unseen (60%)

<LI>Timed Essay One Hour (20%)

<LI>True/False Test (20%)

### Preliminary Reading

Sloman, J., Hinde, K. and Garratt, D., (2013), Economics for Business, 6th edition, Prentice Hall, Pearson Education

Taylor, M., (2013) Business Economics, Cengage Learning: Andover

Lipsey, R. & Chrystal, A., (2011), Economics, 12th edition, Oxford University Press

### Pre-requisites

Economics for Business 1 (CB365) is a co-requisite for students in Accounting and Management.

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

<B>A synopsis of the curriculum</B><BR>

The main topic areas are as follows:<BR>

<LI>The circular flow of income

<LI>Inflation & Unemployment

<LI>Aggregate supply, aggregate demand and fiscal policy

<LI>Money, the financial system, interest rates and monetary policy

<LI>International trade, the balance of payments and exchange rates

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB501 International Employment Relations and Human Resource Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

Lectures - 22

Seminars - 20

Coursework including preparation - 50

Examination including revision - 50

Independent study - 158

Total hours - 300

### Learning Outcomes

To develop an understanding of the relationships between the industrial relationships systems and other aspects of economic performance of the five developed economies.

To develop an understanding of the part played by the various factors – economic, political, legal, cultural – in the information and functioning of these systems

To develop the ability to analyse and evaluate conflicting interpretations of the reasons for both convergence and divergence among the sample countries

To develop the ability to undertake self-guided research into contemporary industrial relations issues and to present a coherent argument and analysis

To develop the ability to present a critically coherent argument and analysis

To improve and develop oral presentation skills

To develop the ability to undertake self-guided research

To develop an understanding of the relationship between the employment relations systems and other aspects of economic performance of the five developed economies.

### Method of Assessment

70% written examination; 30% coursework (2 essays of 2,500 words and Seminar Preparation)

### Preliminary Reading

G. Bamber, R. Lansbury & N. Wailes (eds.) (2011) *International and Comparative Employment Relations*, Fifth edition (Core Text)

H. Gospel & A. Pendleton (2005) *Corporate Governance and Labour Management*.

M. H. Tayeb (2005) *International Human Resource Management: A Multinational Company Perspective*

C. Crouch & W. Streeck (eds.) (1997) *The Political Economy of Modern Capitalism*

### Synopsis \*

The curriculum gives students an appreciation of the comparative aspects of employment relations/HRM. It focuses on five developed overseas countries: Germany, Sweden, France, Italy and the USA. Four are European and the fifth serves as an exemplar of the more decentralised and less regulated Anglo-Saxon model. The first part of the module provides historic and contemporary background on the current working of the employment relations systems of each economy.

It also introduces certain concepts, theories and issues central to the study of comparative employment relations. The second part of the module draws on the knowledge acquired in the first term to investigate major themes in a more direct comparative manner. These include management strategies, the effectiveness of trade unions, collective bargaining institutions, strikes, the role of the state, workers participation in management, the multinational company, and the EU and the social chapter.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB513	Taxation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Lall Mr A
2	Medway	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Finn Mr D

### Contact Hours

Lectures 44  
Seminars 21  
Independent Study 235

Total hours 300

### Learning Outcomes

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

- 8.1 critically appraise the regulatory, commercial, professional, ethical and social environment within which taxes are levied and tax computations are prepared and used
- 8.2 critically review aspects of the conceptual (economic, decision-theoretic and behavioural) underpinning to the tax legislation
- 8.3 critically examine the technical language and practices employed in recognition and measurement of taxable income in the UK
- 8.4 critically analyse financial data in the context of liability for taxation
- 8.5 evaluate financial data and prepare tax computations based on financial data
- 8.6 analyse the operations of a business from a tax planning perspective

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

- 9.1 exercise independent and self-managed learning
- 9.2 communicate effectively
- 9.3 critically evaluate arguments and evidence

### Method of Assessment

Examination – 3 hour unseen 70%  
Progress Test A 15%  
Progress Test B 15%

### Preliminary Reading

Core Text:  
ACCA (2015) Taxation F6 London: Kaplan Financial Ltd (updated annually with new FA)

Boatright, J.R, (2012), Ethics and the Conduct of Business. 7th ed. Harlow: Pearson Education Ltd

### Pre-requisites

AC506 Financial Accounting II

### Synopsis \*

A synopsis of the curriculum

The module will aim to cover the following topics:

- The UK tax system including the overall function and purpose of taxation in a modern economy, different types of taxes, principal sources of revenue law and practice, tax avoidance and tax evasion.
- Income tax liabilities including the scope of income tax, income from employment and self-employment, property and investment income, the computation of taxable income and income tax liability, the use of exemptions and reliefs in deferring and minimising income tax liabilities.
- Corporation tax liabilities including the scope of corporation tax, profits chargeable to corporation tax, the computation of corporation tax liability, the use of exemptions and reliefs in deferring and minimising corporation tax liabilities.
- Chargeable gains including the scope of taxation of capital gains, the basic principles of computing gains and losses, gains and losses on the disposal of movable and immovable property, gains and losses on the disposal of shares and securities, the computation of capital gains tax payable by individuals, the use of exemptions and reliefs in deferring and minimising tax liabilities arising on the disposal of capital assets.
- National insurance contributions including the scope of national insurance, class 1 and 1A contributions for employed persons, class 2 and 4 contributions for self-employed persons.
- Value added tax including the scope of VAT, registration requirements, computation of VAT liabilities.
- Inheritance tax and the use of exemptions and reliefs in deferring and minimising inheritance tax liabilities. Introduction to international tax strategy, implementation, compliance and defence. An understanding of principles of normative ethics in business and in taxation from local and global perspectives.
- The obligations of taxpayers and/or their agents including the systems for self-assessment and the making of returns, the time limits for the submission of information, claims and payment of tax, the procedures relating to enquiries, appeals and disputes, penalties for non-compliance.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB514</b>		<b>Operations Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	Spiegler Dr V
2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Spiegler Dr V

### Contact Hours

Lectures 22  
Seminars 4  
Private Study 124

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes

- 11.1 Be familiar with the field of operations management and understand how operations can more effectively contribute to the organisation's objectives.
- 11.2 Know and apply a variety of techniques and analysis frameworks used by operations managers to help them make decisions in operations.
- 11.3 Understand decision making in the operations management function and its application to process, capacity, supply, quality and workforce management.
- 11.4 Utilise appropriate concepts and models for the analysis and evaluation of operations management problems.
- 11.5 Through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendations.

The intended generic learning outcomes

- 12.1 Problem solving and decision taking skills.
- 12.2 Communication and writing skills.
- 12.3 The ability to work with complex material.
- 12.4 The ability to analyse problems and identify appropriate solutions.
- 12.5 The ability to work and study independently and utilise resources effectively.
- 12.6 Self-management skills.

### Method of Assessment

Examination – 2 hour unseen 70%  
MCQ Test One 7.5%  
MCQ Test Two 22.5%

### Preliminary Reading

Slack, N. et al., (2010). Operations Management FT/Prentice Hall, 6th edition.  
Barnes, D., (2008). Operations Management, Thomson.  
Greasley, A., (2009). Operations Management, John Wiley and Sons.

For the more technically minded:

Hopp, WJ. and Spearman, ML., (2000). Factory Physics: Foundation of Manufacturing Management, McGraw-Hill.

### Pre-requisites

None

### Synopsis >\*

A synopsis of the curriculum

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within Operations Management and to learn how to evaluate alternatives and make recommendations. Topics include:

- Strategic role of operations and operations strategy
- Design of processes and the implications for layout and flow
- Design and management of supply networks
- Resource planning and management
- Lean systems
- Quality planning and managing improvement

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB520		Service Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Azizi Dr N
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Azizi Dr N
2	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Yu Dr W

### Contact Hours

Lectures: 22

Seminars: 4

Independent study: 124

Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes

11.1 Be familiar with the nature of operations in services and understand how effective service design and delivery can contribute to the organisation's objectives.

11.2 Know and apply a variety of techniques and analysis frameworks used by service managers to help them make decisions.

11.3 Understand decision making in services and its application to managing: projects and events, capacity and demand, controlling and improving quality.

11.4 Utilise appropriate concepts and models for the analysis and evaluation of service management problems.

11.5 Through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendation.

The intended generic learning outcomes

12.1 Problem solving and decision taking skills.

12.2 Communication and writing skills.

12.3 The ability to work with complex material.

12.4 The ability to analyse problems and identify appropriate solutions.

12.5 The ability to work and study independently and utilise resources effectively.

12.6 Self-management skills.

### Method of Assessment

Examination – 2 hour unseen 70%

Moodle Test One 7.5%

Moodle Test Two 22.5%

### Preliminary Reading

Please refer to the TALIS Reading List

Fitzsimmons, JA. and Fitzsimmons MJ., (2011). Service Management, 7th edition, McGraw-Hill.

Johnston, R. and Clark, G., (2012), Service Operations Management, 4th Edition, FT Prentice Hall.

Wilson, Zeithaml, Bitner and Gremler, (2012), Services marketing: integrating customer focus across the firm, 2nd edition, McGraw-Hill.

### Pre-requisites

Students will normally have taken CB514 Operations Management

### Synopsis \*

A synopsis of the curriculum

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within Operations and Service Management and to learn how to evaluate the alternatives and make recommendations. Topics include:

- The nature of services and service strategy
- Service development and technology
- Service quality and the service encounter
- Project/Event management and control
- Managing capacity and demand in services
- Managing inventories

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB523	International Business					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	

### Contact Hours

Lectures - 22  
Seminars - 21  
Independent Study - 257

Total hours - 300

### Learning Outcomes

The intended subject specific learning outcomes:

- 11.1 Define and give examples of international business, the role of government and trade regulations, as well as the effect of protectionism on the conduct of international business.
- 11.2 Compare and contrast major political and economic systems; describe the major forms of economic integration and their costs and benefits; relate the steps firms can take to benefit from the changes in economic integration.
- 11.3 Relate why culture creates problems for firms trading internationally in the context of marketing, production and personnel.
- 11.4 Identify and discuss different ways in which multinationals impact on the host country and relate this impact to their motives to invest.
- 11.5 Show the common and conflicting interests between countries and MNEs and illustrate negotiations between business and government in an international context.
- 11.6 Discuss the key elements of import and export strategies, the role of several types of trading companies in exporting and the role of counter trade in international business.
- 11.7 Compare and contrast various theories which influence the amount of authority delegated for financial planning and control purposes to subsidiaries and explain and apply some of the techniques used in managing global cash-flows to the solution of problems set in a multinational context.
- 11.8 Apply the above to the discussion and analysis of the strengths and weaknesses of business and of the opportunities and threats confronting business when operating in the EU, Japan, Asia, USA, Africa and South America.
- 11.9 Discuss the procedures involved in e-commerce, as well as the barriers, opportunities and problems that may appear in setting up an e-business.

The intended generic learning outcomes:

- 12.1 Develop technical skills and competencies and self-confidence through the use of www information and data bases linked to the core texts to aid the development of knowledge and understanding.
- 12.2 Develop the ability to present a logical case/argument.
- 12.3 Develop the ability to plan work, study independently and use relevant resources.
- 12.4 Develop the ability to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing.
- 12.5 Develop the ability to receive and use criticism and advice so as to learn from others.
- 12.6 Develop the ability to produce work in appropriate formats, demonstrating an understanding of academic conventions.

### Method of Assessment

70% examination; 30% coursework - consisting of one 1500 - 2000 word essay, group presentations & a group report

### Preliminary Reading

Daniels, J.D., L.D. Radebaugh, and D.P. Sullivan (2013) International Business: Environments and Operations, 14th Edition, Pearson Prentice Hall, Upper Saddle River.

### Pre-requisites

EC313 - Microeconomics for Business

### Synopsis

The internationalisation of commerce and the world's capital markets has spurred a growing interest in impact and success of foreign business entities in the home country. Many business decisions are influenced by global events and constrained by international institutions, and naive thinking about international politics, economics, cultures, exchange rates and foreign competitors can quickly have an adverse effect on a firm. The module aims to provide an understanding of the complex environment in which international business takes place and the ways companies deal with these challenges. The module is taught in two parts. The first part examines the political, economic and cultural environments that affect business. It also explores the determinants of national competitive advantage, the role of government and trade regulations in conducting business, the impact of regional integration and of international organisations such as the IMF and the WTO, the motives and the impact of multinational enterprises. The second part is dedicated to analysing the ways in which international business performs main functions such as human resource management, marketing and finance in an international context. Furthermore, international negotiations issues, corporate social responsibility and the relevance of e-business to international business are discussed. Case studies are used throughout the module in order to link theory and practice.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB542		Business/Management Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Chrysochoidis Prof G
1	Canterbury	Autumn and Spring	H	30 (15)	85% Project, 15% Coursework	Chrysochoidis Prof G
1	Medway	Autumn and Spring	H	30 (15)	85% Project, 15% Coursework	Seitanidi Dr M

### Contact Hours

Lectures / Student Presentations 15  
 Supervision 15  
 Independent study 270  
 Total hours 300

### Learning Outcomes

The intended subject specific learning outcomes

- 11.1 To identify an appropriate Business topic on which to write the report.
- 11.2 To identify and apply appropriate tools and techniques to support the report.
- 11.3 To produce a report in the required format that integrates and communicates knowledge gained from the relevant programmes.
- 11.4 To have gained a deeper understanding of and competency in their individual project domains

The intended generic learning outcomes

- 12.1 Ability to identify, find, record, organise and manipulate and communicate knowledge relevant to the development and management of organisations.
- 12.2 Competence in time and project management.
- 12.3 Develop transferable skills of independent learning.

### Method of Assessment

8 – 12,000 Word Project Report 85%  
 Presentation 10%  
 Progress Report 5%

### Preliminary Reading

Davies, M.B., (2007), *Doing a Successful Student Research Project using Qualitative or Quantitative Methods*, Basingstoke, Palgrave Macmillan.  
 Easterby-Smith, M. et al., (2008), *Management Research*, Sage London.  
 Kumar, R., (2005, 2011), *Research Methodology, A Step-by-step Guide for Beginners*, Sage London.  
 Wilson, J., (2010), *Essentials of Business Research*, Sage London.

### Restrictions

May NOT be taken with any 30 credit project module. Students must obtain an overall average of 55% or more in Stage 2 to take this module in Stage 3.

### Synopsis \*

A synopsis of the curriculum

- Introduction to Business/Management Projects
- Research Methodologies
- Literature search and Literature Review
- Data collection and questionnaire
- Structuring a Project Report
- Data Analysis
- Presentations

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB544 International Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Duffy Dr R
1	Canterbury	Autumn	H	15 (7.5)	100% Project	Duffy Dr R

### Contact Hours

Lectures - 11

Seminars - 10

Independent study -129

Total hours - 150

### Learning Outcomes

11. The intended subject specific learning outcomes

11.1 Be aware of the key concepts, theories and issues in international marketing.

11.2 Develop an understanding of the role of international marketing in the firm and the global business environment.

11.3 Understand how to research and analyse the environment in a foreign market at both the micro and macro levels.

11.4 Be able to identify and consider appropriate market entry strategies for different international markets.

11.5 Understand how to adapt each marketing mix element for different international markets.

11.6 Be able to critically evaluate and interpret information and data sources to select a country for market entry, based on a "real company" brief.

11.7 Be able to develop appropriate recommendations for market entry modes and marketing strategies for the chosen country.

11.8 Be able to apply theory and concepts in international marketing to justify decisions and demonstrate critical thinking and analytical skills.

11.9 Plan work independently and in groups, to communicate both orally and in writing.

12. The intended generic learning outcomes

12.1 The module will facilitate the development of students' abilities to critically assess and evaluate the relevance of a particular area of expertise, i.e. marketing, management and organisations.

12.2 The analytical skills of students will be developed by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.

12.3 The ability to draw on social science concepts and theories and to articulate complex arguments will be developed and enhanced.

12.4 Students will be encouraged to plan work, independently, and in groups.

12.5 Students' oral communication skills will be developed and enhanced.

12.6 Students' ability to write coherently and write critically will be developed and enhanced.

### Method of Assessment

4 – 6,000 Word Project 80%

Group Presentation 20%

### Preliminary Reading

Hollensen, S., (2010) Global Marketing: A decision-orientated approach, Fifth Edition, Financial Times, Prentice Hall ISDN-10: 0273726226

### Pre-requisites

CB680 Introduction to Marketing and CB683 Marketing Strategy

### Synopsis \*

This module will introduce students to the key concepts, theories and issues involved in international marketing. In doing so it will enable students to understand how to identify and evaluate opportunities in international markets and assess the different market entry modes available to companies. In addition students will consider the need to adapt marketing mix elements for different international markets.

The main topics of study are as follows:

- Introduction to international marketing: Definitions, theories, approaches and motives.
- International Marketing Research
- Assessing international markets: The political and economic environment
- Assessing international markets: The Sociocultural environment
- Theories and frameworks for International market evaluation and selection
- Market entry modes: export, intermediate and hierarchical
- International marketing plans and strategy: Segmentation, targeting and positioning
- Designing the global marketing mix: Product, pricing, communication and distribution decisions

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB545		Marketing Research				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Duffy Dr R

### Contact Hours

Lectures - 11

Seminars - 10

Independent study - 129

Total hours - 150

### Learning Outcomes

11.1 Have developed an awareness of the key concepts, theories and issues faced in marketing research.

11.2 Have an understanding of the market research process and be able to design and implement a market research plan.

11.3 Have developed an understanding of how to collect primary data using both qualitative and quantitative methods

11.4 Have demonstrated the ability to collect, analyse and interpret both qualitative and quantitative data relevant to a practical company brief.

11.5 Be able to interpret data to justify decisions and make recommendations for a practical company brief.

11.6 Be able to reflect on how theory was, or should have been used, to inform the practical decisions taken in conducting the marketing research.

12. The intended generic learning outcomes

On completion of this module, the following learning outcomes will have been achieved:

12.1 Demonstration of the ability to apply theory and concepts in marketing research to practical situations.

12.2 Demonstration of the ability to collect and interpret appropriate data and information.

12.3 Demonstration of research, analytical, evaluative and critical thinking skills.

12.4 Demonstration of initiative and personal responsibility in working and studying independently.

12.5 Development of effective communication skills both orally and in writing

12.6 Demonstration of the ability to work with others to develop interpersonal and team-working skills.

### Method of Assessment

Group Presentation 20%

Individual Report (4000-6000 words) 80%

### Preliminary Reading

McDaniel and Gates, (2010), Marketing Research Essentials, 7th Edition, Chichester: John Wiley and Sons

Malhotra, N and Birks, D (2007), Marketing Research: An Applied Approach, Third Edition, London: FT Prentice Hall

Proctor, T, (2005) Essentials of Marketing Research, Fourth Edition, London: FT Prentice Hall.

### Pre-requisites

Successful completion of CB680 and CB683

### Synopsis \*

This module aims to provide students with understanding and experience of the theory and practice of marketing research. During the module students design and implement a marketing research plan, design a questionnaire, collect and analyse data, prepare an oral presentation and write a marketing research report.

The main topics of study are as follows:

- Introduction to marketing research: Defining and designing marketing research projects
- Understanding data: Secondary data and databases
- Primary data collection techniques.
- Questionnaire design
- Measurement and measurement scales and error.
- Sampling and sample design and error
- Entering and coding data with SPSS
- Data analysis techniques
- Communicating the results of marketing research.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB546</b>		<b>Marketing Communications</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Petrovici Dr D
1	Canterbury	Spring	H	15 (7.5)	100% Project	Petrovici Dr D

### Contact Hours

Lectures - 11

Seminars - 11

Independent study - 128

Total hours - 150

### Learning Outcomes

The intended subject specific learning outcomes

11.1 Understand marketing communications theory and concepts.

11.2 Develop functional competency in marketing communications applications.

11.3 Design and create an advertisement to launch a new product to the market, based on a "live" brief.

11.4 Write a Marketing Communications Plan which integrates the advertisement into a comprehensive new-product launch campaign.

11.5 Integrate the theory-based marketing decisions with budget management, operational planning, group management and decision-making.

11.6 Apply the theory to develop analytical and decision-making skills in marketing communications applications.

11.7 Develop skills in communicating results and recommendations in verbal and written form.

The intended generic learning outcomes

12.1 Self-manage

12.2 Work with others

12.3 Work in interdisciplinary areas

12.4 Address problems

12.5 Communicate effectively through oral and written presentations

### Method of Assessment

4000 Word Report 90%

Group Presentation 10%

### Preliminary Reading

Fill, C. (2013) Marketing Communications: brands, experiences and participation, 6th ed., London: FT Prentice Hall.

Dahlén, M., Lange, F. and Smith T. (2010) Marketing communications: a brand narrative approach, Chichester: Wiley

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

### Pre-requisites

Successful completion CB680

### Synopsis \*

The module will provide students with the tools of marketing communications. Specifically students taking this module will be able to evaluate strengths and weakness of marketing communications channels. Over the course of a term the module will provide students with an understanding of the principles, methods and strategies of marketing communications. The main tools of marketing communications will be discussed as well as their suitability and effectiveness:

Topics may cover:

- The communications process
- Advertising
- Strategy and media planning
- Image, brand management and packaging
- Direct marketing
- Digital and interactive media
- Sales promotion, merchandising and point of sale
- Public relations and corporate identity
- Exhibitions, trade shows, product placement and sponsorship
- Personal selling

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB547	Strategic Management					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	

### Availability

Not available as a wild module

### Contact Hours

Lectures - 22

Seminars/Workshops - 21

Preparation for Test - 11

Preparation for delivery of case presentation - 30

Preparation for and production of case report - 30

Preparation for examination - 42

Independent study - 144

Total hours - 300

### Learning Outcomes

11. The intended subject specific learning outcomes

11.1 An appreciation of the role of strategic management within organisations and an awareness of the process issues and problems associated with the strategic management of organisations.

11.2 An understanding, at appropriate levels, of the impact of structure, culture, control and information systems on the strategic management process within organisations.

11.3 An appreciation of the relationship between the external context of an organisation and its internal context and their impact on its strategies.

11.4 An appreciation of organisational complexity.

11.5 Enhanced skills of strategic analysis through applied work on case material.

11.6 An ability to work with others effectively and efficiently to analyse and evaluate case material.

11.7 An ability to utilise theories, concepts and frameworks from strategic management to make sense of organisational decision-making.

12. The intended generic learning outcomes

12.1 An ability to organise and present an analysis as a considered viewpoint.

12.2 An ability to communicate effectively within a group and organisational context.

12.3 An ability to find, select, organise and synthesise complex information.

12.4 An ability to contribute effectively to organisational decision-making.

12.5 Interpersonal skills required for interacting within groups and small teams.

12.6 Team presentation skills.

### Method of Assessment

60% written examination, 3 - hour, unseen, closed book; 40% Coursework: 13% autumn test 13% presentation, 14% case report

### Preliminary Reading

• Lynch, R. (2012). Strategic Management, Harlow: Pearson

• Johnson, G., Whittington, R. & Scholes, K. (2011). Exploring Strategy: Text and Cases, 9th edition, Harlow: Financial Times Prentice Hall

• Haberberg, A. & Rieple, A. (2008). Strategic Management: Theory and Application, Oxford: Oxford University Press.

### Pre-requisites

None

### Synopsis \*

Strategic Management aims to provide an understanding of strategic analysis, strategic decision-making and strategic processes within and between organisations. The module content combines approaches to strategic management, concepts and frameworks, and issues in strategic management. In particular, the themes covered include: internal and external environment analysis, strategic options, selection and evaluation, organisational structure, the role of culture, knowledge, technology and innovation, not-for profit and social enterprises, corporate social responsibility, international strategies, and strategic change. Case studies, which are used throughout the module, provide a vehicle for exploring the relationship between theory and practice in organisations and how that relationship affects the strategies of firms.

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CB554	Introduction to Big Data					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

### Contact Hours

Independent Study 128  
Lectures 11  
Seminars 11

Total Hours 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and comprehension of different types of data (e.g. structured vs. unstructured data; static vs. streaming data).
- 8.2 Conceptualise and design different types of data analysis tasks (e.g. supervised, semi-supervised and unsupervised learning tasks).
- 8.3 Demonstrate knowledge of different types of tools for data collection, data cleaning and integration, data visualisation, text mining, social network analysis and parallel data mining (e.g. R, Hadoop).
- 8.4 Analyse and synthesise big data related challenges (e.g., privacy issues, data storage) and data analysis processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Conduct data preparation, data modelling, and model evaluation;
- 9.2 Conduct structured data analysis, text mining, social network analysis
- 9.3 Identify, analyse, and address data analysis problems;
- 9.4 Interpret the outputs of data analysis projects;

### Method of Assessment

Exam, 40%  
Assignment 1, 30%  
Assignment 2, 30%

### Preliminary Reading

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

#### Recommended Text Books:

- Marz, N., & Warren, J. (2015). *Big Data: Principles and best practices of scalable realtime data systems*. Manning Publications Co. (ISBN: 9781617290343)
- Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work, and think*. Houghton Mifflin Harcourt (ISBN 978-0-544-00269-2).
- Zikopoulos, P., & Eaton, C. (2011). *Understanding big data: Analytics for enterprise class hadoop and streaming data*. McGraw-Hill Osborne Media. (ISBN: 978-0-07-179053-6)

#### Journal articles from scientific Journals

- Wu, X., Zhu, X., Wu, G. Q., & Ding, W. (2014). Data mining with big data. *Knowledge and Data Engineering, IEEE Transactions on*, 26(1), 97-107.
- Boyd, D., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, communication & society*, 15(5), 662-679.
- Chen, H., Chiang, R. H., & Storey, V. C. (2012). Business Intelligence and Analytics: From Big Data to Big Impact. *MIS quarterly*, 36(4), 1165-1188.

### Pre-requisites

At least one quantitative research module that covers the concept of statistical significance and basic statistical modelling (e.g. CB313 Introduction to Statistics for Business, SO410 An Introduction to Quantitative Research or equivalent) at the discretion of the module convenor.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

This module aims to address these aspects and challenges of Big Data Analytics by introducing fundamental concepts and algorithms of big data analytics. It starts with introduction of methods and tools of data collection, and then followed by methods of dealing with dirty data such as inconsistent data, missing data and redundant data, on which techniques of data preparation including data cleaning, data transformation and integration are addressed. Having discussed those contents, the module will then be continued with methods for structured data and unstructured data, where techniques for structured data include data mining (in particular parallel data mining techniques) and those for unstructured data include social network analysis and text mining. A further aim of the unit is to introduce software systems used for Big Data Analytics such as Hadoop.

Below is the outline of the module.

- Concept of big data
- Data collection, cleaning, transformation, and integration
- Streaming data analysis
- Parallel data mining
- Structured data analysis
- Social network analysis
- Text analysis

CB557 Tourism in Developing Countries						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

1 hour lecture and 1 hour seminar per week  
<BR><LI>Lectures: 11  
<LI>Seminars: 10  
<LI>Independent study: 129</LI>  
<BR><B>Total hours: 150</B>

### Learning Outcomes

Demonstrate their understanding of tourism in relation to effective international development.

Analyse the different approaches taken to tourism in less developed countries.

Understand the role of local context and political power in tourism and development

Increased their understanding of the role of tourism for economic development in the strategy of less developed countries.

Be able to critique the main approaches to international development and recognise their impact on how tourism is undertaken in low income countries.

Be able to demonstrate key factors that affect how tourism may or may not succeed in less developed countries in terms of employment generation, contribution to national income and growth etc

### Method of Assessment

Coursework 30% (1 x assignment) and 70% examination

### Preliminary Reading

Holden, A, (2013) Tourism, Poverty and Development. Routledge, London

Mowforth, M., and Munt, I., (2008), 3rd Ed., Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World. Routledge, London.

### Synopsis \*

<B>A synopsis of the curriculum</B><BR>

This module examines the key issues facing tourism in less developed countries including:<BR>

- <LI>Introducing tourism and development
- <LI>Theories of development – modernisation, globalisation and dependency
- <LI>Colonial tourism and Post-war tourism
- <LI>Small-scale tourism
- <LI>Tourism and Transnational Corporations
- <LI>Alternative forms of tourism (e.g. responsible tourism, pro-poor tourism)
- <LI>Cross-border tourism
- <LI>Domestic and regional tourism
- <LI>Case studies

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<b>CB558</b>		<b>Contemporary Issues in Tourism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

1 x hour lecture and 1 x hour seminar per week<P>

<LI>Lectures: 11

<LI>Seminars: 10

<LI>Independent Study: 129<P>

<B>Total Hours: 150</B>

### Learning Outcomes

Understanding of applied theories and models from other modules both in tourism and in general business.

Deepened understanding of the tourism industry in relation to a range of issues and challenges currently facing it.

Further exploration of the nature and character of tourists, especially tourist demand.

Consolidation of a variety of organisations and the external environment in which they operate - including the internal aspects, functions and processes of organisations and the economic, environmental, ethical, legal, political, sociological and technological factors that affect them.

### Method of Assessment

Examination: 3 hour unseen (70%) and Business Report: 2500 Words (30%)

### Preliminary Reading

Cooper, C., et. al. (2008) (4th Edition) Tourism Principles and Practice. Pitman, London.

Mowforth, M., and Munt, I. Third Edition (2008) Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World. Routledge, London.

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

This module is issued-based and so by definition the issues covered may change from year to year but key topics may include:<BR>

<LI>Old and New Tourism models

<LI>SMEs and tourism business start-ups

<LI>Tourism and exogenous shock

<LI>Tourism employment issues

<LI>Volunteer tourism

<LI>Sex tourism

<LI>Disability and tourism

<LI>Technology and tourism

<LI>The future of tourism

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CB561		Business Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Tarrant Mrs S

### Contact Hours

<LI>Lectures:44 hours

<LI>Seminars:21 hours

<LI>Independent study: 235 hours </LI>

<BR><B>Total hours: 300</B>

### Learning Outcomes

Knowledge and understanding of the relationship between business and the law.

Knowledge and understanding of the role of law in facilitating and regulating the formation of business transactions with e.g. customers and suppliers.

Knowledge and understanding of the legal structure governing business organisations.

Knowledge and understanding of the main laws governing the employment of staff.

### Method of Assessment

Examination – 3 hour unseen (70%); Written Assessment – Problem Question (10%); Written Assessment – Research Exercise (10%) and MCQ (10%)

### Preliminary Reading

MacIntyre, E., (2013), Essentials of Business Law, (Longman), 3rd ed

Riches & Allen, Keenan and Riches, (2013), Business Law, (Longman), 11th Ed

### Pre-requisites

None

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

<B>A synopsis of the curriculum</B><BR>

<LI>English Legal System, Legal Process, Dispute settlement (outline);

<LI>Law of Contract –formation, terms, vitiating elements, discharge and remedies;

<LI>Contracts for the sale of goods – implied terms;

<LI>Consumer credit (outline);

<LI>Negligence – general principles and negligent mis-statement;

<LI>Law of Business Organisations - classification of business organisations, main principles applying to partnerships and registered companies;

<LI>Employment Law - contract of employment, the main employment rights created by the common law and statute.

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CB587	E-Commerce and Business					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Laffey Dr D

### Contact Hours

Lectures - 11

Seminars - 10

Independent Study - 129

Total hours - 150

### Learning Outcomes

11.1 To understand the threats, security and other, posed by digital marketing

11.2 To have developed both knowledge and understanding of how the Internet and other platforms (e.g. mobile) support digital marketing

11.3 To apply underlying business and marketing concepts to understand the relationship between digital marketing strategy and the wider organisation

11.4 To critically evaluate how digital marketing strategy differs across business sectors

11.5 To critically assess the key issues in the development and implementation of digital marketing strategy

11.6 To have developed a critical appreciation of the importance, and limitations, of business models in digital marketing strategy

12. The intended generic learning outcomes

By the end of this module, students will have acquired:

12.1 An ability to plan, work and study independently using relevant resources

12.2 An ability to organise and present analysis as a considered viewpoint

12.3 An ability to find, select, organise and synthesise complex information

12.4 An ability to contribute effectively to organisational decision-making

12.5 Preparation for a career involving digital marketing

12.6 An ability to work in interdisciplinary areas

### Method of Assessment

Examination - 2 hour, unseen 60%

Business Report 800-1200 words 20%

In class test 20%

### Preliminary Reading

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

Chaffey, D., Smith, P. (2008) eMarketing eXcellence. Planning and optimizing your digital marketing. San Diego: Butterworth Heinemann,.

Reynolds, J. (2012) E-Business – A Management Perspective, Oxford: Oxford University Press,

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

Bailey, J.P., and Bakos, J.Y. (1997) 'An Exploratory Study of the Emerging Role of Electronic Intermediaries'. International Journal of Electronic Commerce 1 (3). pp. 7-20.

Furnell, S. (2007) 'Making security usable: Are things improving?', Computers and Security, 26(6), pp. 434-443

### Pre-requisites

None

### Synopsis \*

This module aims to develop a critical understanding of the role of digital marketing in modern organisations. The module considers what digital marketing strategy means looking at a range of examples across business sectors. Core areas are looked at including the technologies which make digital marketing possible, the relationship between digital marketing strategies and the wider organisation, the key issues in the development and implementation of digital marketing strategies and the threats, security and other, posed by digital marketing.

The following topics may be covered:

Enabling technologies for e-commerce: The Digital Marketing Environment, Digital Marketing Strategy; The Internet and the World Wide Web; Mobile platforms; Dot com and multi-channel; Social Media and Web 2.0; Database and data warehouses; Web site design and management; Marketplaces; B2B Digital Marketing; Business Models and Innovation.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB602		E-Marketing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Laffey Dr D

### Contact Hours

Lectures 11  
Seminars 10  
General Reading 45  
Group Preparation 20  
Seminar Preparation 22  
Project 42

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes

- 11.1 Plan work and study independently in the subject area using relevant resources.
- 11.2 Understand how the Internet and other electronic technologies support marketing.
- 11.3 Understand the role of the Internet and other technologies in marketing in the modern multi-channel organisation, i.e. an organisation which operates through the high street, telephone and Internet, both in the business-to-consumer (B2C) and business-to-business (B2B) contexts.
- 11.4 Develop group working skills, including listening, responding to different points of view, negotiating outcomes and evaluating the work of other students.

The intended generic learning outcomes

- 12.1 An ability to organise and present an analysis as a considered viewpoint.
- 12.2 An ability to communicate effectively within a group and organisational context.
- 12.3 An ability to find, select, organise and synthesise complex information.
- 12.4 An ability to contribute effectively to organisational decision-making.
- 12.5 Interpersonal skills required for interacting within groups and small teams.
- 12.6 Team presentation skills.

### Method of Assessment

4,000 Word Individual Project 80%  
Group Presentation 20%

### Preliminary Reading

Gay, R., Charlesworth, A. and Esen, R. (2007) *Online Marketing: A Customer Led Approach*, Oxford: Oxford University Press.

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

Ryan, D., and Jones, C. (2012) *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation* 2nd Edition, London: Kogan Page

Stephen, A.T. and Toubia O. (2010) 'Deriving Value from Social Commerce Networks', *Journal of Marketing Research*, 47 (April), pp. 215–28.

Laffey, D. (2007) 'Paid search: the innovation that changed the Web', *Business Horizons*, 50 (3), 211-218.

### Pre-requisites

CB680/CB370 Introduction to Marketing

### Restrictions

Not available as a 'wild' module.

### Synopsis >\*

A synopsis of the curriculum

- The E-Marketing environment
- Enabling technologies for E-Marketing
- Legacy systems, Technology Infrastructures, The Internet, Mobile Technologies
- Customers in the Internet age: knowing, reaching & retaining the customer
- Internet marketing strategy
- Disintermediation and channel integration
- Loyalty, Customer Relationship Management and Data Mining
- Data protection and legal issues
- E-Marketing campaigns
- Measurement of e-marketing
- Brands in the Internet age

In a rapidly changing area it is important not to be too specific, or the course might risk failing to reflect current trends in the area.

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<b>CB605</b>		<b>European Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Robinson Mr S
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Robinson Mr S
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Robinson Mr S
1	Medway	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Robinson Mr S
1	Medway	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Robinson Mr S
1	Medway	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Robinson Mr S

### Contact Hours

Lectures 22  
Seminars 21  
Independent study 257

Total hours 300

### Learning Outcomes

The intended subject specific learning outcomes

- 11.1 Understand the nature and characteristics of the European business environment; specifically the size and structure of European business and the dynamic PESTEL environment
- 11.2 Examine the historical development of the European Union and analyse its political and institutional framework; specifically the scope and power of the governing institutions.
- 11.3 Identify, analyse and evaluate the impact of EU policies on the operations of European businesses; specifically the Single Market and Single Currency, EU Competition and Social Policies, External Trade Policy, Regional and Industrial Policies.
- 11.4 Analyse and evaluate alternative business strategies used to identify and access EU markets; specifically the use of market intelligence, screening and mode of entry selection.
- 11.5 Examine different European business cultures and analyse alternative management styles; specifically the managing of cultural diversity and management practice within a European business environment.

The intended generic learning outcomes

- 12.1 Research and present a formal seminar paper, as part of a small team, inclusive of visual aids and supporting hand-outs
- 12.2 Solve business-related problems within a case-study framework.
- 12.3 Research and write a formal report on a European business development topic.

### Method of Assessment

Examination – 3 hour unseen 60%  
Essay Topic Presentation 10%  
3000 Word Essay 15%  
3000 Word Individual Analytical Report 15%

### Preliminary Reading

Daniels, J., Radebaugh, L. & Sullivan, D. (2012), International Business, Environments and Operations. 14th. Ed. Prentice Hall.

Deresky, H. (2010), International Management: Managing across borders and cultures, 7th. Ed. Pearson.

El-Agraa, A. (2011), The European Union, Economics and Policies. 9th Ed. Cambridge University Press.

Johnson, D. & Turner, C. (2006) European Business. 2nd. Ed. Routledge (ISBN 9780415351355)

Johnson, G., Scholes, K. & Whittington, R. (2010), Exploring Corporate Strategy. 9th. Ed. Prentice Hall.

Kotler, P., Armstrong, G., Saunders, J., & Wong, V., (2013) Principles of Marketing, 6th. Edition. Prentice Hall.

### Pre-requisites

None

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### Restrictions

Available to International Business students only at Canterbury; optional for Business & Management, Accounting & Management and Business & Management (Tourism) students at Medway.

### Synopsis \*

A synopsis of the curriculum

The curriculum is organised into two parts.

Part I:

Understanding the European Business Environment (Autumn)

The European Business Environment (PESTEL), History and Development of the EU, Political and Institutional Framework of the EU. Impact of EU policies on business operations: from Single Market to Single Currency, EU Competition and Social Policies, Regional Policy and Industrial Policy, EU Trade Policy.

Part II:

Doing Business in the 'New' Europe (Spring)

Formulating a European Business Strategy, Identifying Market Opportunities and Evaluating Modes of Entry. Understanding the impact on business of cultural diversity. Management within a European environment. Finance, Marketing and HRM issues for European Business.

<b>CB611 Futures and Options Markets</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Wang Dr H
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Wang Dr H

### Contact Hours

Lectures: 44

Workshops: 21

Independent study: 235

Total hours: 300

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of various financial derivative instruments and risk management techniques in the context of International Investment Banking

Knowledge and understanding of the application of appropriate financial techniques that are used to value financial derivatives

Knowledge and understanding of concepts and principles under which financial derivative instruments are traded

Ability to use subject knowledge to analyse the problem and provide a reasoned response to that problem in the context of risk management

Ability to compare and contrast alternative risk management strategies

Ability to prepare appropriate diagrams to reflect various trading strategies, binomial trees, etc

Ability to analyse risk management techniques using financial derivative instruments

Ability to use financial derivative instruments to implement risk management strategies

Intended generic learning outcomes:

Apply numeracy skills to solve numerical problem

Develop and define complex argument and provide critical insights on the use of financial instruments and risk management

Read and summarise transactions and economic events related to financial management and derivative securities

Locate, extract, and analyse data from different sources, e.g. newspapers, library, internet, etc, to be presented in an appropriate format

Plan and work independently using various learning resources

Plan and work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism

Use information technology to acquire, analyse, and communicate effectively

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### Method of Assessment

Examination – 3 hour  
closed book 70%  
2 x online tests see below  
Timed essay see below  
Computational essay see below

The coursework assessment represents 30% of the final grade. There are four coursework components. The coursework assessment mark is the arithmetic average of the best three components marks, thus each carries an equal weighting of 10% for assessment purposes. Students must therefore submit a minimum of 3 pieces of coursework

### Preliminary Reading

Essential readings:

1. Fundamentals of Futures and Options Markets, 7th Edition, by Hull, J., Pearson Education, London.
2. Principles of Corporate Finance (Global Edition), 9th Edition-2008, by Brealey, Myers, and Allen. Chapters 20, 21, 27, and 28, McGraw Hill.

Supplementary reading:

1. An Introduction to Derivatives and Risk Management, Chance, Don, M., 2005, Sixth Edition, South Western.
2. Derivatives, Dubofsky, D. A. and Miller, T. W., 2003, Oxford University Press, New York.
3. Fundamentals of Derivatives Markets, McDonald, Robert, L., 2009, International Edition, Pearson, London.

### Pre-requisites

AC523 Principles of Finance

### Synopsis \*

This module is concerned with International Investment Banks' products and strategies that involve the description and analyses of the characteristics of more commonly used financial derivative instruments such as forward and future contracts, swaps, and options involving commodities, interest, and equities markets. Modern financial techniques are used to value financial derivatives. The main emphasis of the module is on how International Investment Banks value, replicate, and arbitrage the financial instruments and how they encourage their clients to use derivative products to implement risk management strategies in the context of corporate applications.

In particular, students will first cover the topics related to forward, futures and swap contracts. They will then be introduced to options and various strategies thereof. Valuing options using Black-Scholes model and binomial trees is also an important part of the module. The important finance concepts of no-arbitrage and risk-neutral valuation and their implications for pricing financial derivatives are also covered in the module. This will help students to learn the techniques used in valuing financial derivatives and hedging risk exposure.

Successful completion of the module will provide a solid base for the student wishing to pursue a career in International Investment Banking and Treasury Management. The students will have the knowledge of essential techniques of risk management and financial derivative trading.

<b>CB612</b>		<b>New Enterprise Startup</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	De Silva Dr L

### Contact Hours

Workshops 16  
Students to present business ideas to peers as part of seminar activities 4  
Independent Study 130

Total hours 150

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### Learning Outcomes

Subject Specific Learning Outcomes:

Understand the financial processes relevant to a new business venture including budgetary planning & control, cash-flow forecasting, VAT, break-even analysis, personal survival budgets, book-keeping, financial accounts, and credit control.

Understand the legal implications of developing a new business including trading status, risks and liabilities, relevant UK and EU legislation, insurance, and insolvency.

Understand the planning processes for implementing the proposed venture in terms of planning self-development, planning and obtaining physical resources, planning staff resources, identifying financial resource requirements, and planning the phased implementation of the proposals.

Understand the marketing processes including researching the potential market and competitors, identifying market segments, preparing a marketing plan, ensuring quality of products and / or services, and understanding customer relationships.

Prepare a viable Business Plan for a new venture that is capable of being presented to a potential lender or financial institution without modification.

Generic Learning Outcomes:

Understand the specific skills required to successfully establish and operate a new small business, including a range of financial, marketing, customer care, resource-planning, and negotiation skills.

Understand the ways in which those skills can be combined in the establishment and management of a new business venture.

Cooperate with others in the acquisition and application of useful information.

Communicate effectively using appropriate media.

Organise their own time and effort so as to use available resources efficiently.

### Method of Assessment

4000 Word Comprehensive Business Plan 100%

### Preliminary Reading

Bridge, S. and O'Neill, K. 2012: Understanding Enterprise, Entrepreneurship and Small Business, 4th Edition. Basingstoke: Palgrave Macmillan. ISBN-13 978-0230308091

Butler D, 2006: Enterprise Planning & Development – small business start-up, survival & growth. London: Elsevier, ISBN 0750680644

Carter, S. and Jones-Evans, D. 2012: Enterprise and Small Business; Principles, Practice and Policy. Essex: Pearson Education Ltd. ISBN-13 978-0-273-70267-2

Down, S. 2010: Enterprise, Entrepreneurship and Small Business. London: Sage ISBN 978-1-4129-1012-5

### Pre-requisites

None

### Synopsis \*

The curriculum is based on the Small Firms Enterprise Development Initiative (National Standards-setting body for small business) Standards for Business Start-up, but has been expanded to include contemporary issues such as Intellectual Property and recent legislation. It will include the following areas of study:

- Why firms become insolvent – economic financial and operational reasons for business failure, risks & liabilities, skills requirements for business ownership, self-development planning, sources of advice and support for businesses
- The new business planning process and format, developing & evaluating the business idea, producing a business plan for potential lenders.
- Financial aspects – budgetary planning & control, cash-flow and working capital, understanding financial accounting and key financial documents, break-even analysis, credit control and debt recovery, understanding PAYE & VAT.
- Market research, competition and barriers to market entry, identifying customers, market segmentation, planning the sales & marketing processes, customer perceptions & customer care, developing quality standards for the business
- Legal issues: reporting requirements, UK & EU law relevant to small businesses, business formats & trading status and their respective risks and liabilities, insurance, insolvency; patents, copyrights and IPR.
- Planning & employing staff, planning and obtaining premises, physical & financial resources; phased implementation of the business plan.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB613		Enterprise				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	De Silva Dr L
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	De Silva Dr L

### Contact Hours

Lectures: 11 hours

Seminars: 10 hours

Independent study: 129 hours

Total hours: 150 hours

### Learning Outcomes

The intended subject specific learning outcomes

11.1 To recognise of the importance of new and growing businesses to the economy.

11.2 To understand the entrepreneurial culture, and the factors that influence the growth and development of enterprises.

11.3 To understand the barriers to business growth and success, and the strategic decisions necessary to ensure the stable growth of firms.

11.4 To recognise the stages of entrepreneurial processes facing the entrepreneur.

The intended generic learning outcomes

12.1 Work in interdisciplinary areas relating theories from different subjects.

12.2 Self-manage their learning.

12.3 Communicate effectively through oral presentations and written documents.

12.4 Work with others efficiently and effectively.

12.5 Apply numeracy and IT skills appropriately.

### Method of Assessment

Examination – 2 hour unseen 60%

Group Seminar Presentation 20%

2000 Word Essay 20%

### Preliminary Reading

Stokes D and Wilson N, Small Business Management and Entrepreneurship, Cengage, (2010) 6th edition. ISBN 978-1-4080-1799-9

Stokes D, Wilson N and Mador M, Entrepreneurship, Cengage (2010)

### Synopsis \*

The curriculum will include the following areas of study:

- Factors that have influenced the growth of the enterprise culture in the UK
- The role and relevance of SMEs in the UK economy, varying definitions of SMEs, statistical information. Government policies, initiatives, & support agencies.
- Are entrepreneurs made or born? Can enterprise skills be taught or learned? Are entrepreneurs different from other managers? Characteristics of an entrepreneur - case study examples.
- Enterprise and innovation development in organisations, and the role of graduates in innovation. Protecting ideas & intellectual capital.
- The planning process for starting a new venture – risks & liabilities, problems & pitfalls, potential profit & success. Business plan format and content, information required by potential lenders
- Funding the new enterprise, venture capital, exit strategies.
- Surviving the early stages of business development. Failure rates in new and small enterprises. Barriers to growth & development.
- Differences in attitudes, objectives, skill requirements and business strategies between small and large firms. Does the management process impede entrepreneurial flair?
- Growth strategy options. The culture shift from operational to strategic thinking.
- Political & ethical dilemmas – the conflict between government aspirations for employment growth and the burden of red tape and legislation.
- Corporate enterprise – creating enterprise cultures in larger organisations and the public sector

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB617 Financial Statement Analysis and Valuation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

2 one-hour lectures and a one-hour seminar per week (2 hours lectures and 1 hour seminar per week)

Lectures: 44

Seminars: 21

Other Self-Learning Hours: 235

Total hours: 300

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of the technical, economic and social environment within which corporate financial statements are analysed and used, particularly in the context of company valuation.

Knowledge and understanding of company valuation models and the role of corporate financial statements in company valuation.

Knowledge and understanding of the technical language and practices employed in the analysis of financial statements.

Knowledge and understanding of alternative technical languages and practices proposed for use in the analysis of financial statements.

Knowledge and understanding of the implications of market-based accounting research for financial statement analysis.

Ability to critically evaluate arguments and evidence.

Ability to analyse corporate financial statements.

Ability to perform company valuations using corporate financial statements and other data.

Ability to locate, extract and analyse corporate accounting and financial data from multiple sources.

Intended generic learning outcomes:

Use communication and information technology in acquiring, analysing and communicating information.

Communicate effectively.

Work in groups and apply other inter-personal skills.

In addition, the module supports opportunities available elsewhere for students to develop and demonstrate ability to undertake independent and self-managed learning.

### Method of Assessment

70% written examination (3 hours); 30% Coursework comprising of:

Project Report: 15%

Group Presentation: 7.5%

One Hour Class Test: 7.5%

### Preliminary Reading

Palepu, K.G, Healey, P.M. and Peek. E. (2010), Business Analysis and Valuation Text and Cases. 3rd Edn, IFRS Edn. London: Thompson

White, G.I. (2003). The analysis and use of financial statements. 3rd edn. New Jersey: Wiley.

Subramanyam, K.R. (2009). Financial Statement Analysis. 10th edn. London: McGraw-Hill Irwin

Penman, S.H. (2010). Financial Statement Analysis and Security Valuation. 4th edn. London: McGraw-Hill

Solomon, J. (2013). Corporate Governance and Accountability. 4th edn. New Jersey: Wiley

Rankin, M. (2012). Contemporary Issues in Accounting. Australia: John Wiley & Sons.

Barker, R. (2001). Determining Value, Harlow: Pearson Education

### Pre-requisites

AC506 Financial Accounting II

### Synopsis \*

This module deals with the interpretation of financial statements, valuation models and implications of market based accounting research. A brief summary of topics under interpretation of financial statements includes: foundations of financial statement analysis, economic and sector performance, the financial reporting model, critique of financial statements, standardising financial statement information, ratio analysis.

A brief summary of topics under valuation models includes: economics of valuation, dividend based model, income based model, asset based model, cash flow based model, abnormal earnings, risk.

A brief summary of topics under implications of market-based accounting research includes: market efficiency, value relevance, agency theory, clean surplus, governance, evaluation of managerial performance, bankruptcy.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB658 Diversity in Organisations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Lewis Dr PMJ

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent Study: 129

Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

Analyse how their own cultural diversity influences interactions with other individuals in the workplace.  
Recognise and respect individual differences.  
Assess how attitudes and practices influence equity and opportunity in organisations.  
Distinguish between individual, organisational, and societal dimensions of issues and interventions.  
Identify organisational factors that hinder and those that promote managing diversity.  
Question the Western-centric conceptualization of diversity management as a gender and race neutral approach based on organizational rationality and meritocracy.

Intended generic learning outcomes:

Develop the ability to communicate information and opinions clearly, critically and effectively, both orally and in writing.  
Develop the ability to structure and express complex arguments, using relevant social science concepts and theories.  
Demonstrate an understanding of the relevant skills and techniques of various aspects of management and of their applicability and how diversity theories are relevant to management theories.  
Develop the ability to critically analyse and understand the current issues concerning diversity management and its relevance to both employees and employers within this country and on the global standing.

### Method of Assessment

Examination – 2 hour unseen 60%  
2500 Word Essay 25%  
Oral Presentation 10%  
Seminar Participation 5%

### Preliminary Reading

Kirton, G. & Greene, A-M. (2005) *The Dynamics of Managing Diversity: A Critical Approach*. (2nd Edition). Oxford: Elsevier.  
(This will be the core textbook.)

Kramar, R. & Syed, J. (Eds) (2012). *Human Resource Management in a Global Context: a critical approach*. Basingstoke: Palgrave MacMillan.

Blaine, B. E. (2007) *Understanding the Psychology of Diversity*. London: Sage.

Harvey, C. & Allard, M.J. (Eds.) (2005) *Understanding and Managing Diversity: Readings, Cases, and Exercises*. (3rd Edition). New York: Prentice Hall.

### Pre-requisites

CB682 - Managing People

### Restrictions

Not available as a 'wild' module. Available only to Business students

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

This module presents an overview of what workforce diversity is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. The demographics of the population and the workplace are changing drastically because of a number of factors, such as an increasing number of ethnic minorities and women in the workforce and in management. Accordingly, there is a need to effectively understand and manage workforce diversity not only to increase organisational business outcomes but also to create an inclusive workplace in a socially responsible manner.

The module will examine issues confronting managers of a diverse workforce. In particular issues such as ethnicity, race, language, ageing, disability, gender, and intersectional identities will be discussed. Two key approaches towards managing diversity will be explained, i.e. the social equity case of managing diversity, and the business benefits case of managing diversity. The module will explore a range of diversity related concepts and topics, such as social identity, stereotyping, discrimination, intergroup conflict, structural integration, and organisational change.

Main themes covered by this module will include:

Origins of diversity and equal opportunity in the workplace context;  
Social and psychological perspectives on workplace diversity;  
The UK and European diversity contexts;  
Business benefits case and social equity case of managing diversity;  
The legal framework for diversity;  
Organisational approaches to diversity;  
Contemporary issues central to the experiences of diverse individuals in the UK and in organisations across a range of diversity dimensions;  
Diversity management in an international context

<b>CB673 Business in Emerging Markets</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Khan Dr Z

### Contact Hours

11 x 1 hour lectures; 10 x 1 hour seminars.

Lectures: 11  
Seminars: 10  
Group Presentation Preparation: 17  
Research and Group Project Preparation: 17  
Seminar Preparation: 30  
Independent Study: 40  
Examination Preparation: 25  
Total hours: 150

### Learning Outcomes

Subject Specific Learning Outcomes:

Explain what is unique about the business concept of emerging markets and identify the opportunities and threats in operating in these markets.  
Develop familiarity with a number of key developments, which determine the business environments (such as trade barriers, political and social) emerging markets.  
Enhance their awareness of the local public perception of private (foreign) business in these markets.  
Develop an in-depth understanding of the fundamental shift in international economic and business development focus to emerging markets, especially relating to Brazil, Russia, India and China (BRICs).  
Relate to and understand the distinguishing features and challenges posed by operating in emerging market economies.

Intended Generic Learning Outcomes:

Develop problem-solving and decision-making skills using relevant qualitative and quantitative skills;  
Build on concepts, theories and techniques introduced in the first year of the BA in International Business programme;  
Develop critical thinking skills and competencies through the use of contemporary International Business literature available in core texts and other relevant sources to aid the development of knowledge and understanding;  
Plan work, study independently and in groups using relevant learning resources;  
Develop the ability to structure and develop appropriate and effective communication, critically and self-critically, orally and in writing.

### Method of Assessment

Examination – 3 hour unseen 60%  
2500 Word Report 20%  
Group Presentation Project 20%

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

Cavusgil, S. T., Ghauri, P. N. & Akcal, A. A. (2013) Doing Business in Emerging Markets, 2nd edition, Sage

Recommended Supplementary Textbooks:

Enderwick, P. Understanding Emerging Markets: China and India.  
Routledge, Taylor and Francis Group.

Jansson, H. International Business Strategy in Emerging Country Markets: The Institutional Network Approach, Edward Elgar Publishing Limited, Cheltenham.

Khanna, P (2008) The Second World: Empires and Influence in the New World Order, Random House

Merchant, Hemant (2008) Competing in Emerging Markets: Cases and Readings, Routledge.

### Pre-requisites

CB343 Global Business Environment

### Synopsis \*

The module will include:

- The consequence of the entry of formerly closed economies onto the world trading stage
- The motives and impact of systemic changes (privatization, liberalization of trade policies, etc.) on the environment of business in emerging markets
- Trends in emerging markets, especially relating to internal country specific policy reforms
- Distinguishing features of emerging market economies and associated risks in doing business
- Comparative analysis of the similarities and differences between emerging and developing market economies
- Strategic alliances and international business networks in emerging economies
- The challenges of developing flexible and adaptable corporate strategies in emerging markets
- Collaborative arrangements and control strategies in modes of entry and network creation
- Country-specific challenges in enhancing the value proposition from entering and dealing with the select emerging market countries

Explore the shifting dynamic: Emerging challengers from emerging markets -a case of the 'new' multinational.

<b>CB674 International Business: A Strategic Perspective</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Stone Dr Z

### Contact Hours

2 hours per week (1 hour Lecture, 1 hour Seminar)

Lectures: 22

Seminars: 21

Group presentation preparation: 40

Research and group project preparation: 40

Seminar preparation: 63

Independent study: 70

Examination preparation: 44

Total hours: 300

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

Intended subject specific learning outcomes:

Examine advanced theories, tools and concepts in strategic management, international business, internationalization and international strategic alliances.  
Develop the ability to engage the theoretical and practical issues in the formulation of international business strategy in an uncertain global environment.  
Design and create an international strategy for a product to be launched in a market of choice based on a brief provided.  
Write a strategic plan which integrates the product into a comprehensive corporate market expansion strategy for the chosen organization.  
Integrate the theory-based product strategic plan within the context of business functions such as finance, production, marketing, supply-chain, global sourcing, sales and information technology.  
Apply the theory to develop analytical and business skills in developing an internationalization strategy.  
Develop a written report supported by an oral presentation on the development of the international strategy.

Intended generic learning outcomes:

The module will continue to bring scholarly and critical insights of the social sciences to bear on international business strategy.  
Development of the analytical skills in the context of an international enterprise's economic, social and technological context and the implications of the context on the development of international business and strategies.  
Help students build upon concepts, theories and techniques introduced in the first and second year of the BA in International Business programme and applying them to the evaluation and management of international business.  
Developing critical thinking skills and competencies through the use of contemporary management literature available in core texts and other relevant sources to aid the development of knowledge and understanding.  
Use the student's ability to plan work, study independently and in groups using relevant learning resources.  
Continue to develop the ability to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing.  
Communicate to different audiences using appropriate media, frameworks and style.

### Method of Assessment

Examination – 3 hour 70%  
Group Presentation 15%  
Narrative on Presentations (2000 Words) 15%

### Preliminary Reading

Mellahi, K., Frynas J.G., Finlay, P. (2010) Global Strategic Management, Oxford (Second Edition)

Lassarre, P (2007) Global Strategic Management, Palgrave – Macmillan.

Nancy Adler (2008) International dimensions of organizational behaviour, 5/e, Thomson Learning Center (Cengage Learning Center)

Rugman, A.M. and Brewer, L. (eds.) (2003) The Oxford Handbook of International Business, Oxford University Press, Oxford

### Pre-requisites

CB523 - International Business and CB343 - Global Business Environment

### Synopsis \*

The module will include:

Essential tools for strategic analysis.  
Differences between international strategy and global strategy.  
National, sectoral and organizational drivers for global strategy.  
Influence of the political, economic, social and technological business environment on global and international business strategy.  
Importance of industry evolution in the context of the global business environment.  
Stakeholder analysis.  
Views on corporate social responsibility and their business implications.  
Significance of the internal environment and core competencies for the strategies of multinational firms.  
Value-chain and value-system analysis.  
Theories underpinning the internationalization process.  
Importance of international strategic alliances.  
Difference between the different types of international strategic alliances.  
Motives for international strategic alliances.  
Global sourcing strategies.  
Advantages and disadvantages for diversification strategies.  
Contingency factors that determine the structure of multinational organizations.  
Various stances multinationals adopt to balance the need for global integration against the pressure for local responsiveness.  
Issues relating to the global management of change.  
Strategic control systems global organizations use.  
Role of culture in deciding on the relevant control structure and difficulties in designing management systems used in a global context.

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<b>CB676 Strategy Analysis and Tools</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Chau Dr V
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Chau Dr V

### Contact Hours

Lectures 11  
Seminars 10  
Preparation for Moodle Tasks 30  
Independent study 99

Total hours 150

### Learning Outcomes

Subject Specific Learning Outcomes:

Read business press articles and interpret them from a strategic perspective.  
Use a range of well-established tools and frameworks to analyse and assess an organisation's strategy.  
Evaluate critically the results of strategic analysis to identify and prioritise strategic issues facing an organisation.  
Use the same analysis to propose and assess strategic options to address strategic issues.  
Compare and critique different theoretical approaches to strategic management.  
Appreciate the complexity of strategic decision making and the limitations of the analytical skills developed in this module in fully addressing that complexity.

Generic Learning Outcomes:

Select, organise and synthesise complex information.  
Draw on concepts, theories and frameworks to construct complex arguments.  
Organise and present orally and in writing an analysis as a considered viewpoint.  
Discuss and debate ideas from an informed perspective thereby contributing to (organisational) decision-making.  
Propose solutions to problems based on analysis and discussion/debate.

### Method of Assessment

Examination – 3 hour unseen 70%  
First Moodle Task 10%  
Second Moodle Task 20%

### Preliminary Reading

Witcher, B.J. and V.S. Chau (2010), Strategic Management: Principles and Practice, South-Western Cengage Learning  
Publisher: Andover.

A. Haberberg & A. Rieple, 2008, Strategic Management: Theory and Application, Oxford: Oxford University Press.

G. Johnson, K. Scholes & R. Whittington, 2008, Exploring Corporate Strategy, 8th edition, Harlow: Financial Times Prentice Hall

R. Lynch, 2009, Corporate Strategy, 5th edition, London: Financial Times Prentice Hall.

J. McGee, H. Thomas & D. Wilson, 2005, Strategy Analysis and Practice, Maidenhead: McGraw Hill Education

J. Thompson & F. Martin, 2010, Strategic Management: Awareness and Change, 5th edition, London: Thomson Learning

### Pre-requisites

None

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Synopsis <span style =

The module provides a broad, basic understanding of strategy and strategic management, on which further strategic analysis and exploration of strategic issues can be built. It introduces students to the key vocabulary, concepts and frameworks of strategic management and establishes criteria for assessing whether or not a strategy can be successful. It introduces students to frameworks for analysing the external and internal environments and to different theories of how these relate and of their impact on strategy formulation and implementation.

Students will learn how to identify strategic issues, develop strategic options to address them and decide which option(s) to recommend. Through theoretical readings and case studies, students will develop an appreciation of strategy in different contexts and from different perspectives and of the complexity of strategic decision-making. Students will enhance their ability to read business articles from a strategic perspective and to present strategic arguments in a structured manner

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB677 Accounting for Management Control and Decision Making</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Project	Madini Dr P

### Contact Hours

Lectures: 22

Seminars: 10

Independent Study: 118

Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

Be aware of the link between financial and management accounting;  
Be aware of some of the business and organisational contexts in which management accounting operates;  
Demonstrate an understanding of the concepts which underpin management accounting;  
Understand the main current technical language and practices of management accounting;  
Be able to manipulate financial data and record and summarise economic events as they affect the organisation through the preparation of reports for management;  
Be able to prepare financial statements for internal management purposes;  
Be able to analyse the operations of business and prepare financial projections;  
Appreciate the importance of business and professional ethics;  
Be aware of the role of management accounting in accounting for the environment and sustainability

Intended generic learning outcomes:

Students' oral communication skills will be developed and enhanced.  
Students' ability to write coherently about management issues will be developed.  
Plan work, management time and study independently.  
Retrieve information from a variety of sources.

### Method of Assessment

Project 40%

Two In-Class tests 40%

Two Virtual tests 10%

Seminar Participation 10%

### Preliminary Reading

Recommended Text:

SEAL: Management Accounting for Business Decisions 1st Edition 2011

Supplementary Text:

Atrill and McLaney: Management accounting for decision makers 6th edition FT Prentice Hall 2012.

### Pre-requisites

CB675 Financial Accounting, Reporting and Analysis

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Synopsis \*

The module introduces students to the role of the accountant in the management information system as well as to a range of accounting techniques and methods which will play a role in the organisational decision-making process and control of the business.

The role of the accountant in the management information system.

The classification of costs, manufacturing and service sector accounts.

Accounting for overhead costs - absorption and activity based approaches.

Cost, volume profit analysis and its use in decision making.

Profit planning and the role of budgeting. Flexible budgets. Producing functional and summary budgets.

Standard costing and variance analysis.

Pricing: target costing, full cost pricing, pricing in service companies.

Performance measurement, management control, governance and ethics.

Capital investment decisions.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB678 Contemporary Management Challenges</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent study: 129  
Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

Understand advanced theories of management;  
Critically evaluate contemporary management practices and organization structures;  
Critically assess managerial responses to contemporary organizational challenges such as globalisation and sustainable development;  
Understand the relevance of critical management studies to our knowledge of management and organizations;  
Explore the power of contemporary managers and the organizations they run

Intended generic learning outcomes:

The module will facilitate the development of students' critical abilities to assess and evaluate the impact of contemporary phenomena such as globalization or environmental concerns on management and organizations.  
The analytical skills of students will be developed by connecting advanced theories of management to contemporary management situations and concerns throughout the module.  
Students' oral communication skills will be developed and enhanced.  
Students' ability to write coherently and critically will be developed and enhanced.  
The ability to draw on social science concepts and theories and to articulate complex arguments will be developed and enhanced.  
Operate and communicate effectively within a group working on a complex issue and contribute to group decision-making.

### Method of Assessment

Examination – 2 hour unseen 60%  
Timed Essay – minimum 800 words 20%  
Group Presentation 20%

### Preliminary Reading

Grey, C. 2009: A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations, Second Edition. London: Sage.

Other useful background texts (these are the latest editions available - copies in the library, and references to them, may relate to earlier editions) include:

Casey, C. 1995: Work, Self and Society: After Industrialism. London: Routledge  
Cunliffe, A.L. 2009: A Very Short, Fairly Interesting and Reasonably Cheap Book about Management. London: Sage.  
Knights, D. & Willmott, H. (eds.) 2007: Introducing Organizational Behaviour and Management. London: Thomson Learning

### Pre-requisites

CB312 Introduction to Management

### Restrictions

Not available as a 'wild' module

### Synopsis \*

This module will explore more advanced management and organizational theory to facilitate students' examination of contemporary management challenges. As well as considering these challenges from a mainstream managerial perspective, the module will also draw on the perspective of critical management studies as a means of providing an alternative viewpoint on contemporary management issues. Indicative topic areas may include:

Globalization and anti-globalization  
The character of ownership – foreign versus national ownership  
Social and environmental sustainability  
Corporate social responsibility and corporate criminality  
Corporate governance  
Organizational misbehaviour and resistance  
Organizational identity and identity work  
Masculinisation and Feminisation of Management  
New forms of work such as emotional labour and aesthetic labour  
New organizational forms

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB679 Corporate and Business Strategy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Dean Dr A
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Zigan Dr K

### Contact Hours

Lectures 11  
Seminars 10  
Independent Study (Solitary and group based) 129

Total 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

On successfully completing this module, students will be able to:

- 8.1 Understand the implications of different organisational and environmental contexts for the successful implementation of strategy
- 8.2 Use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business
- 8.3 Propose a future strategy for the organisation/business and provide an implementation plan
- 8.4 Appreciate the effects of complexity and uncertainty on strategy formation / implementation
- 8.5 Assess alternative theories and incorporate theoretical developments into strategic analysis, thereby linking theory and practice
- 8.6 Work with others effectively and efficiently to analyse and evaluate pertinent company, business and environmental data to produce a strategic report

The intended generic learning outcomes.

On successfully completing the module students will be able to:

On successfully completing this module students will be able to:

- 9.1 Plan and work to a schedule and deliver output in a timely fashion
- 9.2 Select, organise and synthesise complex information from a variety of sources, including company data
- 9.3 Draw on concepts, theories and frameworks from a range of contexts to analyse situations, identify problems and formulate solutions
- 9.4 Communicate effectively within a group and organisational context and contribute to group and organisational decision-making

### Method of Assessment

Individual take home exercise – 2000 words 34%  
Group poster 33%  
Individual element summarising contribution to report – 1500 words 33%

### Preliminary Reading

Bethell, E. & Milsom, C. (2014), Posters and Presentations, Basingstoke: Palgrave Macmillan

Grant, (2013), Contemporary Strategy Analysis, 8th edition, Oxford: Blackwell

Haberberg, A. & Rieple, A. (2008), Strategic Management: Theory and Application, Oxford: Oxford University Press

Helfat, C., Finkelstein, S., Mitchell, W., Peteraf, M, Singh, H., Teece, D. & Winter, S. (2007), Dynamic Capabilities, Oxford: Blackwell Publishing

G. Johnson, R. Whittington, K. Scholes, D. Angwin & P. Regnér 2013, Exploring Corporate Strategy, 10th edition, London: Pearson

Macintosh, R. & MacLean, D. (2015). Strategic Management Strategists at Work, London: Palgrave

McGee, J., Thomas, H. & Wilson, D. (2010), Strategy Analysis and Practice, 2nd Edition, Maidenhead: McGraw Hill Education

Thompson, J. & Martin, F. (2010), Strategic Management: Awareness and Change, 6th edition, Andover: South-Western Cengage Learning

Students are also expected to read the business press and to be familiar with a range of business and strategy journals e.g., Harvard Business Review, British Journal of Management, Strategic Management Journal, Long Range Planning

### Pre-requisites

CB676 Strategy Analysis Tools

### Restrictions

Stage 3 Only

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

#### Synopsis of the curriculum

This module will extend students' knowledge and understanding of strategic management and strategic issues. It will introduce a range of contemporary issues associated with the formulation and implementation of corporate and business strategies with an emphasis on identifying and implementing strategic change within the organisation, building dynamic capabilities and developing coherent strategies.

Issues might include strategies for a recession, global strategies, knowledge-based strategies, firms and industries, strategies where profit is of secondary (or no) importance. The module will also extend students' theoretical knowledge by presenting contemporary debates and issues in strategic thinking.

The module will use a project in which students identify and suggest possible strategic solutions to a strategic issue in a real organisation to develop students' ability to link theory and practice in real-life situations.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB680 Introduction to Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent Study: 129

Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

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.

Intended generic learning outcomes:

The module will facilitate the development of students' abilities to evaluate the role of marketing in a management and business context.

The analytical skills of students will be developed by linking theoretical perspectives to practical situations.

Students' oral communication skills will be developed and enhanced.

Students' ability to write coherently and critically will be developed and enhanced.

Students' ability to work both independently and as a team will be enhanced.

Students' ability to select and apply appropriate data and information will be developed

### Method of Assessment

Two hour unseen examination - 70%

Group Presentation - 10%

Group Project, 3000 words - 20%

### Preliminary Reading

Dibb, Simkin, Pride & Ferrel (2012) 'Marketing; Concepts and Strategies' 6th Edition, Cengage Learning - ISBN 978-1-4080-3214-5

Armstrong & Kotler (2009) 'Marketing: an Introduction' 9th edition, Pearson International edition

Brassington F & Pettitt S (2006) 'Principles of Marketing: enhanced media edition, 4th edition, FT Prentice Hall

### Restrictions

Not available as a wild module.

### Synopsis \*

The module introduces to students the importance of marketing in competitive and dynamic environments.

The key topics of the module are:

- The marketing concept
- The marketing environment
- Market segmentation & targeting
- Brand development and management
- Management of the marketing mix
- New product development
- Ethical issues in marketing

<b>CB681 Managing Human Resources in Contemporary Organisations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Evans Dr S
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Evans Dr S

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent study: 129

Total hours: 150

### Learning Outcomes

Subject Specific Learning Outcomes:

Assess the origins and growth of HRM and Industrial Relations and its links with organisational theory and people management.

Appreciate the strategic importance of human resource management.

Assess the role of employee resourcing in the management of human resources.

Understand the contribution of pay and reward systems to the management of human resources.

Explain the role of training and development in the management of human resources.

Assess the significance of employee participation and involvement to the management of human resources.

Understand HRM in its international context.

Generic Learning Outcomes:

Set the management of human resources in the wider context of general organisational management.

Facilitate the development of students' abilities to assess and evaluate the impact of human resource management & industrial relations theory on management and organisations.

Facilitate and develop the analytical skills of students by linking theoretical perspectives to contemporary organizational situations throughout the course of the module.

Encourage students to plan work and study independently.

Facilitate the enhancement of group working skills.

Develop students' oral communication skills.

Develop students' ability to write coherently and to begin to write critically.

### Method of Assessment

Examination – 2 hour unseen 60%

Timed Essay 20%

Group Presentation 20%

### Preliminary Reading

Please refer to the TALIS Reading List

Bratton & Gold (2012) Human Resource Management: Theory & Practice, Palgrave Macmillan: Basingstoke (5th edition)

Beardwell J. and Claydon T., (2007), Human Resource Management: A contemporary approach, London: FT Prentice Hall

Kramar, R. & Syed, J. (Eds), (2012), Human Resource Management in a Global Context: a critical approach. Basingstoke: Palgrave MacMillan

Leopold J., Harris L. & Watson T., (2004), The Strategic Management of Human Resources, London: FT/Prentice Hall

Pilbeam, S., & Corbridge, M., (2006), People Resourcing: HRM in Practice in Redman T. & A. Wilkinson, Contemporary Human Resource Management: Text and Cases, London: FT Prentice Hall

Storey J.,(2007), Human Resource Management: A Critical Text, London: Thomson

Torrington D., Hall, L. and Taylor S., (2008), Human Resource Management, Harlow: FT Prentice Hall

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

### Pre-requisites

CB312 Introduction to Management; CB366 Managing People (formerly CB312 Introduction to Management at Medway) or CB302 Managers and Organisations

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Synopsis \*

This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues.

The main topics of study are as follows:

- The theory of HRM
- Corporate Social Responsibility & HRM
- Human Resource Planning
- Recruitment & Selection
- Training & Development
- Performance Management & Appraisal
- Reward Management
- Employment Involvement & Participation
- International & Comparative HRM

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<b>CB682 Managing People</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	80% Project, 20% Coursework	

### Contact Hours

2 hours per week - 1 hour lecture, 1 hour seminar per week<BR>  
 <BR><LI>Lectures: 11 hours  
 <LI>Seminars: 10 hours  
 <LI>Independent study: 129 hours</LI>  
 <BR><B>Total hours: 150 hours</B>

### Learning Outcomes

Apply behavioural science to the understanding of the process of management and behaviour of people at work.

Apply an integrated view linking organisational theory with practical people - management issues.  
 Observe and reflect on the origins and growth of HRM and Industrial Relations as an occupation and profession, its ethical implications and links with organisational theory.  
 Begin to analyse the practice of HRM and Industrial Relations as a line management and specialist function and its contribution to the process of management and behaviour of people at work.

### Method of Assessment

100% Coursework comprising of 40% individual essay (1500 words), 20% group presentation, 35% timed essay, 5% attendance

### Preliminary Reading

Kramar, R. & Syed, J. (Eds) (2012). Human Resource Management in a Global Context: a critical approach. Basingstoke: Plaggrave MacMillan. (This will be the core text book)  
 Clegg, S. Kornberger, M. and Pitsis, T. (2008) Managing People and Organizations: An Introduction to Theory and Practice. London: Sage.  
 Bloisi W. (2007), Management & Organisational Behaviour, 2nd Edition, London: McGraw Hill  
 Bratton J. & Gold, J. (2007), Human Resource Management: Theory & Practice, 4th edition, Palgrave Macmillan: Basingstoke

### Pre-requisites

CB312 Introduction to Management; CB366 Managing People (formerly CB312 Introduction to Management at Medway) or CB302 Managers and Organisations

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Synopsis \*

<B>A synopsis of the curriculum</B><BR>  
 This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues.<BR>  
 The main topics of study are as follows:<BR>  
 <LI>Managing human resources  
 <LI>Organisational culture  
 <LI>Groups and team working  
 <LI>Motivation and job design  
 <LI>Flexible working practices  
 <LI>Equal opportunities and diversity management  
 <LI>Managing learning  
 <LI>Performance management  
 <LI>Managing the employment relationship  
 <LI>Power, control, resistance and the employment relationship

<b>CB683 Marketing Strategy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Dewett Mrs L

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent Study: 129

Total Hours: 150

### Learning Outcomes

The intended subject specific learning outcomes

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

Demonstrate knowledge and systematic understanding of the difference between strategic management and marketing strategy.

Identify marketing opportunities and formulate marketing goals.

Define and evaluate alternative marketing options.

Identify and evaluate appropriate marketing segments for a given product or service and formulate a marketing mix strategy for each.

Describe the elements of a marketing plan and evaluate the importance of each step in the planning process

Demonstrate critical awareness of the weakness of each stage of the marketing plan and propose suitable contingencies.

The intended generic learning outcomes

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

Demonstrate self-management skills and exercise personal responsibility

Evaluate and link theoretical perspectives to practical situations for decision-making.

Develop interpersonal and team-working skills.

Analyse appropriate data and information.

Identify and critically appraise both academic and practical problems.

Communicate effectively through oral and written presentation.

### Method of Assessment

Examination - 2 hour, unseen 60%

Group presentation 20%

Individual online test 20%

### Preliminary Reading

Peter, J. P. and Donnelly, J. H. (2013) Marketing Management: Knowledge and Skills, 11th edition. Maidenhead: McGraw-Hill.

Wood, M. B. (2013) The Marketing Plan Handbook, 5th Edition. New York: Pearson International

Kotler, P., and Keller, K. L. (2012), Marketing Management, 14th Edition. London: Pearson

### Pre-requisites

CB680 Introduction to Marketing (Canterbury)

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Synopsis \*

This module introduces students to the core theories of marketing strategy. It is based around a systematic approach to strategic marketing planning and the influences on the process. The module will include:

- Introduction to strategic marketing – corporate vs. marketing strategies
- Identify and understand marketing ethics dilemmas
- Auditing the external and the internal environments
- Marketing information
- Identifying consumer and business segments
- Formulating marketing goals and specific objectives
- Developing a marketing plan for a commercial or a social organization
- Define adequate control and performance indicators to control the marketing plan

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<b>CB684 Strategic Human Resource Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	Koch Dr M

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent study: 129

Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes

- 11.1 Critically evaluate the theory of HRM and its links with organisational theory.
- 11.2 Critically evaluate the strategic importance of human resource management.
- 11.3 Understand the links between strategic human resource management and business strategy.
- 11.4 Critically assess the role of strategic HRM in the performance of organisations.
- 11.5 Understand performance outcomes associated with different forms of strategic HRM.
- 11.6 Assess the strategic contribution of employee participation and involvement to strategic HRM and organisational performance.
- 11.7 Evaluate the process of HRM in relation to size and sectoral contexts.

The intended generic learning outcomes

- 12.1 Set the management of human resources in the wider context of general organisational management.
- 12.2 The development of students' abilities to critically assess and evaluate the impact of strategic human resource management theory on management and the performance of organisations.
- 12.3 The development of students' analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.
- 12.4 Encourage students to plan work, working independently, and in groups.
- 12.5 Develop students' oral communication skills.
- 12.6 Develop students' ability to write coherently and write critically.

### Method of Assessment

3500 Word Project 80%  
Group Presentation 20%

### Preliminary Reading

- Truss, C., Mankin, D. and Kelliher, C., (2012), Strategic Human Resource Management. Oxford: Oxford University Press
- Beardwell, J. and Claydon, T., (2010), Human Resource Management: A Contemporary Approach 6th Edition London: FT Prentice-Hall
- Bratton, J. and Gold, J., (2012), Human Resource Management: Theory and Practice. Basingstoke: Palgrave MacMillan
- Kramar, R. & Syed, J. (Eds), (2012), Human Resource Management in a Global Context: a critical approach. Basingstoke: Palgrave MacMillan

### Pre-requisites

CB681 Managing Human Resources in Contemporary Organisations

### Synopsis \*

This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues.

The main topics of study are as follows:

- The theory of strategic HRM
- Strategic HRM and Business Strategy
- Strategic HRM and Organisational Performance
- Strategic employee involvement and participation
- HRM in the public sector
- HRM in Small and Medium Enterprises
- HRM in the voluntary sector
- Strategic HRM in the international context

<b>CB688 Decision Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

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### Contact Hours

Lecture - 20 hours  
Seminars - 11 hours  
Directed Reading - 30 hours  
Assessments - 70 hours  
Independent Work - 19

Total = 150 hours

### Learning Outcomes

The intended subject-specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

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

Recognise and appreciate the inherent difficulties involved in making decisions characterised by uncertainty and or the presence of multiple, potentially competing objectives

Systematically structure, analyse and solve realistic decision problems using decision analysis methods

Document alternatives and solutions, and present, motivate and discuss them in a logical and effective manner

These intended module learning outcomes will contribute to the following Knowledge and Understanding and Subject-Specific Skills programme learning outcomes:

Management Science and Business Analytics:

The nature of Management Science and the techniques of operational research together with important historical and current ideas in management

The core techniques of operational research and operations management, as generally accepted by the profession and academic institutions, together with the key role of modelling

Particular areas of interest within operational research and related areas, making use of the teaching staff's specialist expertise

The context in which management decisions are made, drawing on the scholarly and critical insights of Social Sciences

[Business Analytics] Development of critical Social Scientific frameworks and understanding

[Business Analytics] Ability to identify, find, record, organise and manipulate knowledge and to identify needs for, select and deploy knowledge relevant to issues and tasks related to Business Administration

Represent a management problem in a mathematical or structured form, that is develop a model

Perform the necessary analysis of that model, using computers as appropriate

Communicate the outcome of the model analysis to non-specialists, recognising the limitations of the model and demonstrating an awareness of the social and cultural context

Select, organise, develop and synthesise complex material

Business Administration:

Organisations, their environments and their management, including the management of people, operations management, finance, marketing and organisational strategy

Social science concepts and theories and the ability to apply them to business and management contexts

Contemporary and pervasive issues, deepening and/or integrating core knowledge

Some of the areas specified for the required core to a greater depth than available from the core modules alone

Identify, formulate and solve business / decision making problems using appropriate qualitative and quantitative tools

Create, evaluate and assess options, in a range of business situations, applying concepts and knowledge appropriately

Communicate effectively, orally and in writing, about business issues

Apply core numeracy and ICT skills to business problems

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

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

Plan work and study independently using relevant resources

Apply their model building, problem-solving and numerical skills to solve complex problems.

Present their findings in a clear, yet rigorous manner

Work effectively in groups, learning how to make use of complementary abilities and to negotiate outcomes

These intended module learning outcomes will contribute to the following Intellectual Skills and Transferable Skills programme learning outcomes:

Management Science and Business Analytics:

Critically evaluate arguments and evidence

Analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems

Apply numeracy skills

Plan work, study independently and use relevant resources

Study a management problem in depth, selecting a range of appropriate solution techniques

Use communication skills to

### Method of Assessment

100% coursework consisting of: 2 inclass tests (35% each) and a group assignment (30%)

### Preliminary Reading

R.T. Clemen (1996) Making Hard Decisions: An Introduction to Decision Analysis (2nd Ed.), Duxbury Press, Belmont.

D. Skinner (1999) Introduction to Decision Analysis (2nd Ed.), Probabilistic Publishing, Gainesville.

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

F.S. Hillier and G.J. Lieberman (2005) Introduction to Operations Research (8th Ed.), McGraw-Hill, Boston.

### Pre-requisites

None

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### Synopsis \*

Making decisions is one of the most important things any manager or business must do. Making smart decisions, however, can be extremely difficult due to the complexity and uncertainty involved. Decision Analysis (DA) provides a structured and coherent approach to decision making. It involves a wide range of quantitative and graphical methods for identifying, representing, and assessing alternatives in order to determine a best course of action. DA is regularly employed by many leading companies in the pharmaceutical, oil and gas, utilities, automotive, and financial services sectors. In this module, you learn about the basic concepts of DA and how to apply it in a variety of practical business planning situations. An indicative list of topics is provided below.

- Introduction to decision making: understanding why decisions are hard, the art of making good decisions, the main building blocks of structured decision making.
- Decision trees: a walk through of the construction and use of decision trees for graphically representing and analysing risky decision problems.
- Expected value decision criterion: a short introduction to probability theory, how to compute expected values, and the use of an expected value decision criteria for solving decision trees.
- Alternative decision criteria: different types of risk attitude and a brief overview of alternative decision criteria for incorporating risk attitude.
- Overview of utility theory: a critical look at expected value and potential problems with using it, the concept of utility and the elicitation of a utility function, the exponential utility function for modelling risk neutral, risk-averse and risk-seeking decision makers.
- Dominance and sensitivity analysis: deterministic and stochastic dominance, tornado diagrams, one-way and two-way sensitivity analysis of probability estimates.
- Value of information: information and decision making, value of perfect information, value of sample information.
- Multi-criteria decision making: the analytical hierarchy process, comparing attributes, scoring alternatives, ranking alternatives, checking for consistency.

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<b>CB693</b>		<b>New Product Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Chrysochoidis Prof G

### Contact Hours

Lectures x 11 hours  
Seminars x 10 hours  
Independent Study x 129 hours  
Total = 150 hours

### Learning Outcomes

By the end of the module students should:  
Understand the terms "new product" and "innovation".  
Understand the contribution of new product development to the firm and the factors that can be attributed to the success and failure of new products.  
Understand how to identify opportunities, generate and test concepts.  
Understand and appreciate the new product development process.  
Understand the research techniques useful to new product marketing.  
Have the ability to test and measure likely reaction to new products.  
Appreciate the issues involved in managing through the Product Life Cycle (PLC).  
Understand the interaction between New Product Development and management.

### Method of Assessment

Exam - 60%; Coursework - 40 % = 3000 word group written report

### Preliminary Reading

Core text:

Crawford, C. Merle. And C. Anthony Di Benedetto (2008), New Product Management, 8th Edition, McGraw Hill-Irwin.

Supplementary texts:

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

Kahn, Kenneth B. (2004). The PDMA Handbook of New Product Development, 2nd Edition, London: John Wiley & Sons.

Cooper, Robert G. (2001), Winning at New Products: Accelerating the Process from Idea to Launch, 3rd Edition, London: Basic Books.

Scientific Journals:

Journal of Product Innovation Management

Journal of Marketing

Technovation

R&D Management

International Journal of Innovation management

Creativity and Innovation Management

### Synopsis \*

This module introduces students to core theories about innovation and new product marketing. It is based around understanding what a new product is and illustrating effective new product marketing practices through a systematic new product marketing process. It will include:

New Products Marketing and Innovation

New Product Strategies

Models on New Product Development

Market research and its influence on New Product Development

Managing the new product development process from idea generation to commercialisation

The marketing/R&D interface

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CB697 Managing People and Teams						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Sinclair Mr P

### Learning Outcomes

On completion of the module students should be able to:

- Understand and critically evaluate the process of managing people and the dynamics of team management.
- Understand and critically assess the relationship between management theory and management practice.
- Understand the emergence of Human Resource Management (HRM) and Employment Relations practices within specialist functions and as part of line management activity.
- Understand the connection between management practices and apply these concepts to the wider business environment in which they function.

### Method of Assessment

100% coursework:

- Group presentation (25%)
- Individual reflective report - 500 words (15%)
- Individual timed essay (20%)
- Individual essay - 2000 words (40%)

### Preliminary Reading

Mullins, L., (2013), Management and Organisational Behaviour. 10th edn. Harlow: Pearson  
Buchanan, D., and Huczynski, A., (2013), Organizational Behaviour. 8th edn. Harlow: Prentice Hall  
Clegg, S. Kornberger, M. Pitsis, T. (2011) Managing and Organizations: An Introduction to Theory and Practice, Third Edition. London: Sage  
Fincham, R., and Rhodes, P., (2005), Principles of Organizational Behaviour, 4th Edition, Oxford: Oxford University Press  
Knights, D., & Willmott, H., (Eds.), (2012), Introducing Organizational Behaviour and Management, 2nd Ed, London: Thomson Learning  
Watson, T. (2006) Organising and Managing Work, 2nd Edition, Essex: Pearson Education

### Pre-requisites

CB366 Management Principles

### Synopsis \*

Managing People and Teams aims to provide an understanding of the key concepts within management theory. This core knowledge is applied to a range of organisational settings so that the influence of management theory on management practice is understood. The role played by specialist management functions within Human Resource Management (HRM) and Employment Relations is investigated.

Students will be introduced to the main concepts and theories through readings and discussions of the main authors in the field. Case studies will be used to show how these concepts can impact upon management thinking and decision making within work organisations.

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CB698		Business Placement Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Kemp Mrs D
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Kemp Mrs D

### Contact Hours

A series of Placement Activity workshops in stages 1 and 2.

These are designed to provide support for students, with key focuses on development of employability skills and preparation for placement applications. At least one progress call and one placement visit.

Email and other online support from the placement team.

### Learning Outcomes

Knowledge and understanding of aspects of the main degree programme in the setting of the placement within a particular managed organisation.

Knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context.

Ability to apply some of the intellectual skills specified for the main degree programme in practice.

Ability to analyse and draw reasoned conclusions about management problems and relatively complex situations working in an organisational setting.

Ability to apply some of the subject-specific skills specified for the required core of the degree in practice.

Ability to identify, formulate and analyse problems considering options and using appropriate subject tools.

Ability to communicate effectively, orally and in writing, about business, management and/or professional / technical matters

### Method of Assessment

The module is assessed by the completion of a Placement Business report.

The report includes an analysis of the integration of theory and practice within the specific work-based context. In addition, it draws on the portfolio of evidence (CB699) to allow an analysis of skills development throughout the placement period.

The report also requires a self-assessment of the learning achieved and how that might influence the individual's final year of study and subsequent career.

### Preliminary Reading

Seely J (2002) Writing Reports Oxford University Press

Brennan, J. & Little, B. (2002) A Review of Work-Based Learning in Higher Education, Prentice Hall

Little, B. (1998) Developing Key Skills Through Work Placement, Council for Industry & HE

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

### Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry

### Restrictions

Restricted to KBS degrees with a year in industry

### Synopsis \*

**Synopsis of the curriculum**

The placement provides you with a structured opportunity to combine work experience with academic study.

It allows you to develop and reflect on managerial and/or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of your main degree programme.

Where relevant, you develop, reinforce and apply professional and/or technical expertise in an employment context.

The placement report requires you to integrate theory and practice, and to show how you have developed as an independent learner able to reflect effectively on what you are doing.

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CB699		Business Placement Experience				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	90 (45)	Pass/Fail Only	Kemp Mrs D

### Contact Hours

A series of Placement Activity workshops in stages 1 and 2.

These are designed to provide support for students, with key focuses on development of employability skills and preparation for placement applications.

At least one progress call and one placement visit. Email and other online support from the placement team.

### Learning Outcomes

Knowledge and understanding of aspects of the main degree programme in the setting of the placement within a particular managed organisation.

Knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context.

Ability to apply some of the intellectual skills specified for the main degree programme in practice.

Ability to analyse and draw reasoned conclusions about management problems and relatively complex situations working in an organisational setting.

Ability to apply some of the subject-specific skills specified for the required core of the degree in practice.

Ability to identify, formulate and analyse problems considering options and using appropriate subject tools.

Ability to communicate effectively, orally and in writing, about business, management and/or professional / technical matters.

### Method of Assessment

Assessed on a Pass/Fail basis.

A Placement Portfolio and reports of performance must be passed. The Placement Portfolio facilitates documentation of the placement experience as well as relevant supporting evidence. The performance reports include the placement visit report and an employer report.

### Preliminary Reading

Brennan, J. & Little, B. (2002) A Review of Work-based Learning in Higher Education, Prentice Hall

Little, B. (1998) Developing Key Skills Through Work Placement, Council for Industry and HE

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

Fanthome, C. (2004) Work Placements: A Survival Guide for Students Palgrave Macmillan

### Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry.

### Restrictions

Restricted to KBS degrees with a year in industry

### Synopsis \*

Synopsis of the curriculum

The placement experience provides you with a structured opportunity to combine work experience with academic study.

It allows you to develop and reflect on managerial and/or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of your main degree programme.

Where relevant, you develop, reinforce and apply professional and/or technical expertise in an employment context.

The placement portfolio requires you to document your experiences in relation to both your university studies as well as to a wide range of employability skills.

In addition, the portfolio allows demonstration of professional development through the collection and presentation of relevant evidence.

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<b>CB709 Buyer Behaviour</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Lectures x 11, Seminars x 10

Lectures: 11

Seminars: 10

Independent study: 129

Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

Demonstrate knowledge and understanding of the nature of consumer buying behaviour.

Understand the contributions that concepts in psychology can make to modelling consumer behaviour.

Gain knowledge and understanding of the nature of organisational buying behaviour.

Build an understanding of how both consumers and organisations make purchasing decisions. This is achieved by exploring both the theoretical and practical implications of macro influences such as culture, social class and micro influences such as motivation, learning, perception and attitudes.

Demonstrate critical awareness of the new tools and techniques for developing customer loyalty and generating consumer insights.

Intended generic learning outcomes:

Self-manage

Work with others people from different culture background

Work in interdisciplinary areas

Identify, analyse, and address both academic and practical problems

Communicate effectively through oral and written presentations

### Method of Assessment

60% exam, 40% coursework consisting of 20% presentation and 20% on-line test (s).

### Preliminary Reading

Recommended Text Books:

Evans, M.M., Foxall, G. and Jamal, A. 2009. Consumer Behaviour, 2nd Edition. London: Wiley. (ISBN: 978-0-470-99465-8)

Hutt, Michael D. and Thomas W. Speh (2013). B2B Marketing Management, 11th Edition, USA: South-Western Cengage Learning. (ISBN-13: 978-1-133-18956-5)

Schiffman, Leon and Leslie Kanuk (2011), Consumer Behaviour, 10th Edition, Pearson. ISBN: 0131869604.

### Pre-requisites

CB680 Introduction to Marketing and CB683 Marketing Strategy

### Synopsis \*

Introduction to Buying behavior

Decision Making Theories

Motivation and Involvement

Learning Theories and Perception

Attitude Theories and Consumption

Segmentation, Targeting, and Positioning

Social Influence

Organizational Buying Behavior

Affect, Perceived Risk and Buying Behavior

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<b>CB712 Interactive Decision Modelling</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

### Availability

Optional module for the Business School's BBA and BA International Business programmes

### Contact Hours

Lectures 11 hours  
Terminals 20 hours  
Independent Study 119 hours

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes:

Recognise and appreciate the inherent difficulties involved in modelling and decision making in a business environment.  
Gain knowledge about advanced quantitative modelling techniques to systematically analyse and solve complex management and planning problems.  
Develop hands-on experience in applying modelling skills using Excel spread sheets  
Present findings in a logical and effective manner to support evidence based decision making.

The intended generic learning outcomes:

Plan work and study independently using relevant resources  
Critically evaluate their model building, problem-solving and numerical skills to solve complex business problems.  
Communicate effectively, verbally and in writing, to present information and analysis in a clear and rigorous manner.  
Work effectively in groups, learning how to make use of complementary abilities and to negotiate outcomes.

### Method of Assessment

100% Coursework consisting of: Online test (35%), Group Project (35%) and an Individual Computing Exercise (30%)

### Preliminary Reading

L. Swift and S. Piff (2010) Quantitative Methods for Business, Management and Finance (3rd Edition), Palgrave, NY.  
W. Winston (2011) Microsoft Excel 2010: Data Analysis and Business Modeling (3rd Edition), Microsoft Press.  
W.L. Winston (2004) Operations Research: Applications and Algorithms (4th Edition), Duxbury Press.

### Pre-requisites

CB364 Introduction to Business Modelling

### Synopsis \*

- Cost-Benefit Analysis: The principal of cost-benefit analysis through a comparison of investment versus return. Typical examples might include advertising expenditure and launching new products.
- Decision Analysis: The construction and use of decision trees for analysing risky decision problems. A short introduction to probabilities, expected values, decision trees, and risk attitudes.
- Monte Carlo Simulation: An introduction to Monte Carlo simulation and its use in modelling uncertain outcomes based on random sampling. An overview of basic probability distributions (uniform, normal, Bernoulli) and descriptive statistics (mean, variance, quantiles).
- Optimisation: Basic overview of linear and integer programming and their application to resource allocation, project investment, production planning, etc.
- Forecasting: Simple time-series forecasting using averaging and smoothing techniques (e.g., exponential smoothing, double exponential smoothing), measures of error (MAD, RMSE) for calculating fit, simple linear regression.
- Project Management: Understand the complexity of a given project and how it can be decomposed into interrelated tasks. Determine how to find the shortest completion time of a project and highlight other project management issues.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB715</b>		<b>Business Financial Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Iqbal Dr A

### Contact Hours

Two hours of lectures and one hour of seminars per week  
Lectures: 44  
Seminars: 21  
Preparation for seminars: 30  
Preparation for exam: 50  
Coursework preparation: 100  
Independent study: 55  
Total hours: 300

### Learning Outcomes

Knowledge and understanding of the business entity and the capital markets contexts in which finance operates  
Knowledge and understanding of the concepts and principles that underlie the investment and financing decision-making process, including the strengths and weaknesses of quantitative techniques.

Ability to identify the nature of a problem and to make appropriate selection and application of quantitative techniques.

Recognition and measurement of relevant cost/benefit data and presentation via appropriate financial documents.

Ability to structure, develop and defend complex arguments, and to be critical and self-critical, orally and in writing.

Ability to analyse structured and unstructured problems

Ability to record and summarise transactions and other economic events, including decision analysis, discounted cash-flow analysis and the analysis of financial risk.

Knowledge and understanding of the financial aspects regarding the practical implications of investing on the stock market

Ability to analyse, prepare and record projections regarding decisions on aspects such as portfolio theory, capital structure, dividend policy

### Method of Assessment

Three hour unseen written examination (70%) and Coursework (30%)

### Preliminary Reading

Arnold, G. (2012), Corporate Financial Management. 5th edn. Harlow : Financial Times/Prentice Hall

Brealey, R., and Myers, S. (2013), Principles of Corporate Finance. 11th (international) edn. London : McGraw-Hill

McLaney, E. (2011), Business Finance Theory and Practice. 9th edn. Harlow : Financial Times, Prentice Hall

### Pre-requisites

Medway: CB365: Economics for Business 1, CB363: Economics for Business 2 (co-requisite)

CB362: Data Management for Business

### Synopsis

Synopsis of the curriculum

The course begins by looking at the ever important financial management function. It then proceeds to cover key topics, including:

investment appraisal techniques under certainty and uncertainty

portfolio theory, CAPM, WACC and capital structure

the efficient market hypothesis

interaction of investment and financing decisions

decomposition of risk

options and pricing

dividends and dividend valuation models.

The financial system within which business organisations operates is examined, followed by the specific sources of long and short-term capital, including the management of fixed and working capital.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB716		Retail Buying				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Kemp Mrs D

### Contact Hours

The module employs two different modes in its approach to teaching and learning: lectures and seminars. The objective of the former is to introduce formally the conceptual and theoretical component of the course. Seminars are designed to encourage active learning and peer-based methods of learning, with students working on a variety of buying scenarios in food retailing and general merchandise. They will be required to work collaboratively to find solutions, and be able to communicate and argue their ideas. In both lectures and seminars time is also given for comment and questions.

Lectures: 11  
Seminars: 10  
Preparation: 70  
Independent study: 59  
Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

- <li>Gain a systematic understanding of internal and external influences on buying decisions and range planning</li>
- <li>Accurately deploy the key skills and techniques required to design and develop a profitable range of products to meet consumer needs and compete in the market</li>
- <li>Critically assess the impact of technology and innovation on new product development</li>
- <li>Acquire detailed knowledge of processes and techniques for effective and sustainable supplier sourcing and management</li>
- <li>Understand and critically assess the quality requirements of different brands for new product development and processes for quality assurance</li>

### Method of Assessment

The module is assessed by a combination of a two-hour, closed book examination (60%) and coursework (40%). The coursework comprises a group presentation (15%) and an individual written report of 2,000 words (25%)

### Preliminary Reading

Varley, R. (2014), Retail Product Management: Buying and Merchandising. 3rd ed. London: Routledge

Baily, P. (2004), Purchasing Principles and Management. 9th ed. London: FT Prentice Hall

Berman, B. and Evans, J.R. (2013), Retail Management: A Strategic Approach. 11th ed. London: Prentice Hall

Diamond, J. and Pintel, G. (2013), Retail Buying. 9th ed. London: Prentice Hall

### Pre-requisites

CB680 Introduction to Marketing or CB714 Marketing Principles

### Synopsis \*

This module investigates the importance of having a dynamic buying function in retailing to meet the ever changing needs of the consumer and maintain a profitable business. It explores both Fashion and Food retailing and the differences between these industries. It considers how different strategic approaches influence new product design and purchasing as well as the importance of economic, legal and financial issues. Students will acquire expertise in how to plan and develop a range of products; how to develop pricing strategies, and how to work with strategic suppliers and partners to get a product that exceeds consumer needs to market ahead of the competition.

The key elements of the curriculum are as follows:

1. Organisational approaches to buying and the impact on the brand
2. Process models of buying
3. Competitor analysis
4. Impact of trends and fashion on new product development
5. Impact of innovation and technology on new product development
6. Range planning
7. Quality strategies and quality assurance
8. Supplier selection and management
9. Sustainability of product sourcing

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB717 Managing Retail Locations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	Kemp Mrs D

### Contact Hours

The module employs two different modes in its approach to teaching and learning: lectures and seminars. The objective of the former is to introduce formally the conceptual and theoretical component of the course. Seminars are designed to encourage active learning and peer-based methods of learning. In both lectures and seminars time is also given for comment and questions.

<BR><LI>Lectures: 11 hours

<LI>Seminars: 10 hours

<LI>Preparation: 70 hours

<LI>Independent Study: 59 hours</LI>

<BR><B>Total hours: 150</B>

### Learning Outcomes

Understand the theories of retail change and the development of multi-channel and global retailing strategies

Critically assess current trends and developments in visual merchandising technique and product placement  
Critically evaluate the role of store and website design and how this contributes to corporate image

Understand customer service management techniques and analyse the impact of different strategies

Critically assess the other complexities of store management to create a shopping experience that maximises customer satisfaction in relation to space, staff, stock and customers

### Method of Assessment

The module is assessed by a 100% coursework. The coursework consists of three elements: Group Presentation (20%); Individual report of 2,000 words (40%) and Individual Report of 2,000 words (40%)

### Preliminary Reading

Varley, R. and Mohammed, R. (2004), Principles of Retail Management. 2nd edition, London: Macmillan.

### Pre-requisites

CB714 Marketing Principles

### Synopsis \*

This module explores the ever-changing trends of retailers both in the UK and globally. It will explore the dynamics of multi-channel retailing following the development of on-line retailing. It will also consider the store design and visual merchandising techniques that influence the characteristics of the retail brand and environment, which encourage a satisfying retail experience. The learner will understand how to analyse and interpret how the location of products in line with store purchasing and marketing policies influences sales and profit. The complexities of store management will further be explored.

The key elements of the curriculum are as follows:

1. The dynamics of retail management and the macro environment
2. Retail theories and strategic approaches
3. Store formats
4. Store location and international factors
5. E-Retail
6. Store design and visual merchandising
7. Store operational management
8. Customer service and the customer experience
9. Commercial management and selling skills
10. Case Studies of Food and Fashion retailing

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB720		Business Information Systems				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Grant Prof K

### Contact Hours

The module employs two different modes in its approach to teaching and learning: lectures and seminars

Lectures x 11 hours

Seminars x 10 hours

Preparation for seminars x 20 hours

Preparation for assignments x 36 hours

Preparation for examination x 40 hours

Independent study x 33 hours

Total hours x 150

### Learning Outcomes

Understand and explain the role of business information systems in a range of contextual settings.

Demonstrate knowledge of the changing nature of business information systems and the importance of new information and communications' technologies.

Demonstrate knowledge of the impact of information systems (IS) managerial decision making on the interrelationships between a range of management disciplines, including strategy, operations and the IS function..

Recognise the strategic importance of IS to the success of the organisation

Apply knowledge relating to specialist IS functions in both domestic and international contexts.

Utilise analytical tools and understand different information systems perspectives, which will provide a sound basis for strategic IS decisions

### Method of Assessment

The module is assessed by a combination of examination (60%) and coursework (40%) which consists of:

Emerging Technology Report (Individual) 2000 words - 25%

Emerging Technology Project (Group) Presentation - 15%

### Preliminary Reading

Laudon, K. and Laudon, J.P. (2013), Management Information Systems: Managing the Digital Firm, Global Edition. London: Pearson.

### Pre-requisites

CB362: Data Management for Business

### Synopsis **Synopsis**

In recent years IT has become a strategic business resource that can affect competitive advantage, transform industries and products and be a key factor in the success or failure of an organisation. The aim of this module is to equip students with the strategic IS management skills they will need to make appropriate use of IT as general or functional managers in an information-based age. This necessitates some technical understanding of computing, but not at an advanced level.

Topics include:

1. Introduction: Managing the Digital Business
2. Information Systems and Organisations
3. Information Systems Strategy
4. IT-induced Business Transformation and Strategic Alignment
5. Evaluating IT Investments
6. Key Enterprise-Wide Information Systems:
  - a. Enterprise Resource Planning Systems
  - b. Customer Relationship Management Systems
  - c. Knowledge Management Systems
  - d. Supply Chain Management Systems
7. Management Decision-Making and Business Intelligence Systems
8. Information Systems for Collaboration
9. E-Commerce and E-Business
10. Change Management Issues for Information Systems
11. Managing International Information Systems

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB721	Retail Merchandising					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Kemp Mrs D

### Contact Hours

The module employs two different modes in its approach to teaching and learning: lectures and seminars. <BR>  
<LI>Lectures 11  
<LI>Seminars 10  
<LI>Preparation 70  
<LI>Independent study 59  
<BR>Total hours 150

### Learning Outcomes

<OL><LI>Demonstrate a systematic understanding of the role of the merchandiser within a buying team for own brand and branded retailers.  
<LI>Demonstrate detailed knowledge of processes and techniques to manage financial targets, stock management and suppliers  
<LI>Understand ideas and techniques for effective range planning and cataloguing to maximise customer service and sales.  
<LI>Measure the impact that promotions have on sales and profit – forecast and actual  
<LI>Critically assess the benefits of a buying plan for the merchandising team and the influence that plan can have on organisational buying decisions.</OL>

### Method of Assessment

The module is assessed by a combination of examination (60%) and coursework (40%).  
The coursework consists of two elements:

A Moodle test (15%) of one- hour duration, involving a mixture of calculation questions and MCQ style questions. An online formative self-test will provide students with the opportunity to receive feedback on their learning prior to the summative Moodle test.

An individual analysis report of 1,500 words (25%). Students will analyse data from a retail case study and report actions in the style of a business report.

Additionally there will be a two-hour, closed book end-of-year examination (60%).

### Preliminary Reading

Varley, R. (2014). Retail Product Management: Buying and Merchandising. 3rd ed. London: Routledge

### Pre-requisites

CB680 Introduction to Marketing or CB714 Marketing Principles

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

The aim of this module is to introduce the learner to the techniques of retail merchandising in a variety of different retail contexts, and its importance in achieving profitable sales as well as its contribution to corporate image. It provides an overview of the range planning and cataloguing required to meet the demands of the consumer, and how this is influenced continuously by new trends that affect consumer behaviour in both Fashion and Food retailing.

The key elements of the curriculum are as follows:

<OL>  
<LI>The role of merchandising in retail buying  
<LI>Pricing and margin management  
<LI>Sales forecasting and demand management  
<LI>Cataloguing and stock management  
<LI>The role of sales promotions  
<LI>Sources and impact of forecast error  
<LI>Measuring and improving forecast performance  
<LI>Impact of decisions on the supply chain  
<LI>Managing retail communications with selling teams  
<LI>Synthesising and communicating trading and sales within an organisation</OL>

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB722	Retail Distribution and Supply Chain Management					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Yu Dr W

### Contact Hours

One hour lecture and one hour seminar per week<P>

<LI>Lectures: 11

<LI>Seminars: 10

<LI>Preparation for seminars: 35

<LI>Preparation for exam : 45

<LI>Independent study: 49

<P><B>Total hours: 150</B>

### Learning Outcomes

Understand the key operational processes and strategic considerations in retail distribution and supply chain management.

Critically analyse supply chain performance.

Utilise theories, concepts and frameworks from supply chain management to make sense of organisational decision-making in the context of retail distribution.

Demonstrate knowledge and understanding of how to prioritise options for supply chain design and performance improvement.

### Method of Assessment

The module is assessed by a combination of examination (60%) and coursework (40%) which consists of:

On-line Moodle test (one hours) - 20%

Group PowerPoint Presentation - 10%

Individual Executive Summary (1000 words) - 10%

### Preliminary Reading

Hugos, M. & Tomas, C. (2006), Supply Chain Management in the Retail Industry, New Jersey: John Wiley & Sons

### Pre-requisites

CB362 Data Management for Business is a pre-requisite

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

<B>Synopsis of the curriculum</B>

This module covers the key strategic and operational elements of distribution and supply chain management in the retail sector. The curriculum is closely aligned to the core text and comprises seven key topics:

<OL><LI>An Introduction to Supply Chain Management

<LI>The Retail Distribution Channel

<LI>Supply Chain Operations - Planning

<LI>Supply Chain Operations – Sourcing Materials and Making Products

<LI>Supply Chain Operations – Deliveries and Returns

<LI>Technology and Supply Chain Co-ordination

<LI>Managing Supply Chain Relationships

<LI>Developing Supply Chain Systems</OL>

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB723</b>		<b>Business Valuation and Financial Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Iqbal Dr A

### Contact Hours

Lectures x 22hrs

Seminars x 10hrs

Independent study x 118hrs

Total hours x 150hrs

### Learning Outcomes

Knowledge and systematic understanding of the technical, economic and social environment within which corporate financial statements are analysed.

Knowledge, understanding, and application of company valuation models and the role of corporate financial statements in company valuation.

Knowledge and systematic understanding of the technical language and practices employed in the analysis of financial statements and be able to deploy them within analysis of financial statements.

Knowledge and systematic understanding of alternative technical languages and practices proposed for use in the analysis of financial statements and be able to deploy them within analysis of financial statements.

Ability to critically evaluate arguments and evidence in company financial statements and valuations.

Ability to perform company valuations using corporate financial statements and other relevant financial data.

Ability to locate, extract and analyse corporate accounting and financial data from multiple sources.

### Method of Assessment

Examination – 2 hour unseen (70%)

Group Company Report – 1500 words (15%)

One Hour Class Test (15%)

### Preliminary Reading

Palepu, K.G., Healey, P.M. and Peek, E. (2013) Business Analysis and Valuation: Text and Cases. IFRS Edition, Mason: Thompson South Western

### Pre-requisites

AC506 Financial Accounting II

### Synopsis \*

The aim of this module is to develop students' ability to analyse corporate financial statement information and to make performance evaluations and investment decisions. The module investigates the role of corporate financial statements in the context of company valuation and aim to cover the following topics:

- Foundations of financial statement analysis
- Economic and sector performance
- Financial reporting model
- Critique of financial statements
- Standardising financial statement information
- Ratio analysis
- Economics of valuation and valuation models

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB725		Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	Badewi Dr A

### Learning Outcomes

On completion of the module students should be able to:

- Understand the importance of project management for efficient organisational performance, organisational development and business management.
- Critically analyse and reflect upon different approaches to project management and established bodies of knowledge and best practice.
- Evaluate and apply a range of established techniques in the field of project management to the execution of a project.
- Understand and identify the knowledge and skills required for successful project management in organisations.

### Method of Assessment

100% coursework:

- Individual written report - 2000 words (40%)
- Group presentation (25%)
- Individual reflective report - 500 words (15%)

### Preliminary Reading

Core textbook:

Maylor, H. (2010). Project Management. London: FT Prentice Hall

Further indicative readings:

Larson, E.W. and Gray, C.F. (2010). Project Management: the managerial process. 5th edn. New York: McGraw-Hill  
Jeffery K. (2012). Project Management, Achieving Competitive Advantage. 3rd edn. London: Pearson Education  
Mantel, S. J. et al. (2010). Project Management in Practice. 4th edn. New York: John Wiley & Sons

### Pre-requisites

CB366: Management Principles and CB362: Data Management for Business

### Synopsis \*

This module aims to develop a critical understanding of project management to enable students to recognise the importance of the discipline in a variety of organisational and functional contexts. Students should develop a critical understanding of the concepts employed in project management at strategic, systems and operational levels, and an appreciation of the knowledge and skills required for successful project management in organisations. The syllabus will focus specifically on the 4D & 7S models of project management.

CB728 Intermediate Management Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Katsikas Mr E

### Learning Outcomes

On completion of the module students should be able to:

- <ul>
- <li>Knowledge and understanding of the context in which management accounting operates.</li>
- <li>Knowledge and understanding of the concepts which underpin management accounting</li>
- <li>Knowledge and understanding of the main current technical languages and practices of management accounting.</li>
- <li>Critically interpret, manipulate and evaluate financial data for use within the firm.</li>
- <li>Prepare financial statements for internal management purposes</li>
- <li>Critically analyse the operations of business and prepare financial projections.</li>
- </ul>

### Method of Assessment

- <ul><li>2 hour examination (70%)</li>
- <li>Group presentation (15%)</li>
- <li>In class test (15%)</li>
- </ul>

### Pre-requisites

CB331 Fundamentals of Management Accounting

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

The module provides a further understanding of the nature of costing systems and the relevance of costing information for management. The module will develop, within an economic and organisational context, the principles and techniques used to provide appropriate relevant information for managers to enable them to make better informed decisions.

- The role of Management Accountants in the organisation, cost determination, Introduction to cost terms and purposes
- Cost Volume Profit Analysis
- Job order costing, absorption costing, activity based costing
- Standard costing and variance analysis, operational control and performance measurement
- Long term decision making techniques, risk and uncertainty, limiting factors of production
- Profit reporting and stock valuation
- Pricing, target costing, life cycle costing and customer profitability analysis
- Cost allocation, joint and by-product costing, service departments
- Project appraisal, sensitivity analysis, decision tree, distributions and project outcomes, Essay topic submission
- Performance management systems, performance measurement and control, Strategic management accounting and Value based management

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB729		Enterprise and Entrepreneurship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Tarrant Mrs S

### Learning Outcomes

On completion of the module students should be able to:

<ul>

<li>Critically analyse the importance of new and growing businesses to the economy.</li>

<li>Understand and critically evaluate the entrepreneurial culture, and the factors that influence the growth and development of enterprises.</li>

<li>Understand the barriers to business growth and success, and evaluate and apply a range of strategic decisions to maximise the viability of ventures. </li>

<li>Critically assess and apply the stages of the entrepreneurial process.</li>

</ul>

### Method of Assessment

100% coursework:

<ul>

<li>Individual innovation proposal report - 1000 words (25%)</li>

<li>Individual essay - 2500 words (40%)</li>

<li>Group presentation and pitch (20%)</li>

<li>Individual reflective journal - 500-1000 words (15%)</li>

</ul>

### Preliminary Reading

Core textbook:

Stokes D. and Wilson N. (2010). Small Business Management and Entrepreneurship. 6th edn. Andover: Cengage

Stokes D., Wilson N. and Mador M. (2010). Entrepreneurship. Andover: Cengage

Further indicative readings:

Aldrich, H.E. and Ruef, M. (2006). Organizations Evolving. 2nd edn. London: Sage

Bragg A. and Bragg M. (2005). Developing New Business Ideas. London: Prentice Hall

Burns, P. (2010). Entrepreneurship and Small Business: Start-up, Growth and Maturity. 3rd edn. Basingstoke: Palgrave McMillan

Osterwalder A. and Pigneur Y. (2010). Business Model Generation. Hoboken: John Wiley and Sons

Mullins J. (2012). The New Business Road Test: What entrepreneurs and executives should do before writing a business plan. 3rd edn. London: Prentice Hall

### Pre-requisites

CB714 Marketing Principles

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

This module aims to enable students to understand the social and economic changes that have raised the status of enterprise, small business and entrepreneurial ventures in the global economy and across sectoral contexts. It examines the diverse nature of entrepreneurs, their characteristics and motivations, as well as the barriers and issues facing entrepreneurs when planning and establishing a new venture.

The key topics of the module are:

1) Factors that have influenced the growth of the enterprise culture in the UK.

2) The role and relevance of SMEs in the UK economy; varying definitions of SMEs; statistical information; Government policies and initiatives, and support agencies.

3) Whether entrepreneurs are born or made; whether enterprise skills can be taught or learned, and whether entrepreneurs differ from business owners and other managers.

4) Enterprise and innovation development in organisations, and the role of graduates in innovation, as well as the protection of ideas and intellectual capital.

5) The planning process for starting a new venture – risks and liabilities; problems and pitfalls, and potential profit and success.

6) Funding a new enterprise, including via friends, family and fools, business angels and venture capitalists.

7) Surviving the early stages of business development, including failure rates in new and small enterprises and barriers to growth and development.

8) Differences in attitudes, objectives, skill requirements and business strategies between small and large firms.

9) Growth strategy options, including the culture shift from operational to strategic thinking, and exit strategies.

10) Enterprise in different contexts including corporate enterprise, public sector enterprise and social enterprise.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB730		Intermediate Financial Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	Finn Mr D

### Learning Outcomes

On completion of the module students should be able to have achieved the:

- Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared.
- Knowledge and understanding of the concepts which underpin financial reporting.
- Knowledge and understanding of the technical language and practices employed in the preparation of financial statements.
- Knowledge and understanding of the alternative technical languages and practices proposed for use in the preparation of financial statements to reflect changes in prices.
- Ability to make adjusting entries and produce financial statements in prescribed formats including sole traders, partnerships, clubs and Limited Companies
- Understanding of capital structures and how to interpret financial statements at a high level.

### Method of Assessment

- 2 hour examination (70%)
- Unseen Computational In Class Test (15%)
- Individual Essay - 1000 words (15%)

### Preliminary Reading

Core Textbook:

Benedict, A. and Elliott, B. (2011) Financial Accounting An Introduction 2nd edn. Harlow: Prentice Hall

Further indicative readings:

Thomas, A. and Ward, A.M. (2012). An Introduction to Financial Accounting. 7th edn London: McGraw-Hill, London

Britton, A. and Waterston, C. (2010). Financial Accounting. 5th edn. Harlow: Prentice Hall

McLaney, E.J. and Atrill, P. (2012). Accounting an Introduction London: Pearson

### Pre-requisites

CB330 Fundamentals of Financial Accounting

### Synopsis \*

The main areas covered below will further develop the students understanding of the importance and relevance of financial accounting disciplines. They will also be able to differentiate between various forms of accounts and how to interpret them.

- Adjusting Entries – Provisions and Contingencies
- Partnership accounting
- Capital structure of companies
- Interpretation of financial statements
- Introduction to the role of the auditor
- Measurement problems in traditional accounting
- Leases
- Long Term Contracts

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB731 Strategy Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Amankwah-Amoah Dr J

### Learning Outcomes

On completion of the module students should be able to:

- Understand and apply a range of well-established tools and frameworks to analyse and assess an organisation's strategy.
- Critically evaluate the results of strategic analysis to identify and prioritise strategic issues facing an organisation.
- Employ the same analysis to propose and assess strategic options to address strategic issues.
- Compare and critique different theoretical approaches to strategic management.
- Understand the complexity of strategic decision making, and appraise the limitations of the analytical skills developed in this module in fully addressing that complexity.

### Method of Assessment

- 60% end of year examination (2 hours)
- 40% mid -module in class test

### Preliminary Reading

Core textbook:

Johnson, G., Whittington R. and Scholes, K. (2011). Fundamentals of Strategy with MyStrategyLab and the Strategy Experience Simulation. 2nd ed. Harlow: FT Prentice Hall.

Further indicative readings:

Haberberg, A. and Rieple, A. (2008). Strategic Management: Theory and Application. Oxford: Oxford University Press  
Johnson, G., Scholes, K. and Whittington R. (2008). Exploring Corporate Strategy. 8th edn. Harlow: FT Prentice Hall  
Lynch, R. (2009). Corporate Strategy. 5th edn. London: FT Prentice Hall  
McGee, J., Thomas, H. and Wilson D. (2005). Strategy Analysis and Practice. Maidenhead: McGraw Hill Education  
Thompson, J. and Martin, F. (2010). Strategic Management: Awareness and Change. 5th edn. London: Thomson Learning

### Pre-requisites

CB366 Management Principles

### Synopsis \*

The module provides a broad, basic understanding of strategy and strategic management, on which further strategic analysis, the exploration of strategic issues and the evaluation of strategic options is built. It introduces students to the key vocabulary, concepts and frameworks of strategic management, and establishes criteria for assessing whether or not a strategy can be successful. It further introduces students to analytical frameworks, and differing theories as to how these relate and impact strategic management. Students will enhance their ability to read business articles from a strategic perspective and to present strategic arguments in a structured manner.

The key topics of the module are:

- 1) The Strategic Internal Environment
- 2) The Strategic External Environment
- 3) Organisational Structures and Processes
- 4) Corporate Governance
- 5) Stakeholder Management
- 6) Corporate Social Responsibility
- 7) The Search for Competitive Advantage
- 8) Innovation and Entrepreneurship

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB732		Financial Regulations and Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Finn Mr D

### Learning Outcomes

On completion of the module students will have acquired the:

<ul>

<li>Knowledge and understanding of the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used</li>

<li>Knowledge and understanding of aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting</li>

<li>Knowledge and understanding of the technical language and practices employed in recognition, measurement and disclosure in financial statements in the UK</li>

<li>Knowledge and understanding of alternative technical languages and practices proposed for use in recognition and measurement in financial statements, to reflect changes in prices</li>

</ul>

### Method of Assessment

<ul><li>2 hour examination (70%)</li>

<li>Computational in class test (15%)</li>

<li>Individual essay - 1500 words (15%)</li></ul>

### Preliminary Reading

Core Textbook

Elliott, B, Elliott, J. (2012). Financial accounting and reporting. 16th edn. London: Prentice Hall

Further indicative readings:

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

Finch, C. (2012). A student's guide to international financial reporting standards 3rd edn. Kaplan London: Kaplan

Collins, B. McKeith, J. (2009). Financial Accounting and Reporting 2nd edn. London: McGraw Hill

### Pre-requisites

Pre-requisite: CB330 Fundamentals of Financial Accounting

Co-requisite: CB730 Intermediate Financial Accounting

### Synopsis \*

This module aims to provide students with a thorough understanding of the financial accounting techniques at an advanced level and with an appreciation of the regulatory and social environment within which financial reporting takes place.

- Conceptual framework of financial reporting
- Financial Reporting environment
- The Regulation of financial reporting
- Deferred Tax
- Research and Development
- Intangibles
- Group Accounting
- Associates and Joint Ventures
- Off Balance sheet financing

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB733 Business Ethics and Sustainable Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Acquaye Dr A

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent Study: 129

Total hours: 150

### Learning Outcomes

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

- 11.1 Analyse the relationship between business and society over time
  - 11.2 To understand the key principles of sustainability in business practice and be able to debate the main ethical, economic, social and environmental challenges faced by public, private and not for profit organisations
  - 11.3 Compare and contrast different theoretical frameworks and paradigms, and apply to a range of contemporary challenges
  - 11.4 Display knowledge of the relationship between ethical and sustainable management and organisational performance, behaviour, reporting and governance
  - 11.5 To equip students with analytical skills needed to develop, implement and assess sustainability frameworks in business practice
  - 12. The intended generic learning outcomes
- By the end of this module, students will have acquired the:
- 12.1 Ability to manage ethically
  - 12.2 Ability to generate solutions and address problems
  - 12.3 Ability to work with others
  - 12.4 Ability to present a logical case/argument
  - 12.5 Ability to let decision making be informed by analytical developments

### Method of Assessment

Individual essay – 3000 words 30%  
Group presentation 10%  
Examination – 2 hours unseen 60%

### Preliminary Reading

Young, Scott T., and Dhandu, K. Kathy (2013), *Sustainability – Essentials for Business* London: Sage Publications

Stanwick, Peter, and Stanwick, Sarah (2014), *Understanding Business Ethics* London: Sage Publications  
Blowfield, Michael and Murray, Alan (2011; 2nd ed), *Corporate Responsibility* Oxford: Oxford University Press

Nicholls, A., and Murdoch, A. (2012), *Social Innovation: Blurring Boundaries to Reconfigure Markets* London: Palgrave MacMillan

Well, G (2013), *Sustainable Business : Theory practice for Business Under Sustainability Principles* Northampton, MA: Edward Elgar Publishing Inc

Guided journal readings from (e.g.) *Journal of Business Ethics*, *Business Strategy and the Environment*, *Business and Society*, and contemporary material and cases

### Synopsis \*

Business ethics and sustainability are central to contemporary management and thus this module will explore the following topics:

- History, definitions and timeline of society's view on business ethics and sustainability
- Cross-disciplinary approaches to ethics and sustainability
- Role of globalisation, policy and culture
- Ethics and ethical dilemmas
- Change Management, Values, Governance and Leadership
- Sustainable Business Models
- Social Innovation
- Partnerships and collaboration
- Responsible Supply Chain Management
- Environmental Assessment Frameworks and Sustainable Management in practice
- Sustainable Supply Chain Management
- Innovation and creativity
- The role and responses of Corporations, SMEs, Public and not-for-profit organisations

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB735		Branding				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Low Prof B

### Contact Hours

Lectures 11  
Seminars 10  
Independent study 129

Total hours 150

### Learning Outcomes

On completion of this module, students will be able to:

- 11.1 Demonstrate knowledge and understanding of brand taxonomy, including corporate reputation, product and service brand, and branding.
- 11.2 Understand brand positioning and values as well as associated issues.
- 11.3 Understand brand loyalty, brand equity and associated implications.
- 11.4 Demonstrate knowledge and understanding of how to plan and implement brand marketing programmes and to execute the crucial tasks in strategic branding.
- 11.5 Build a systematic understanding of how to measure and monitor brand performance and apply this knowledge in actual business situations.
- 11.6 Demonstrate critical awareness of issues related to growing and sustaining brand equity and systematically apply these in brand management.
- 12. The intended generic learning outcomes  
On completion of this module, student will:
  - 12.1 Be able to demonstrate self-management skills
  - 12.2 Be able to exercise personal responsibility and decision-making
  - 12.3 Be able to work in interdisciplinary areas
  - 12.4 Be able to identify, analyse, and address both academic and practical problems
  - 12.5 Be able to communicate effectively through oral and written presentations

### Method of Assessment

Individual report (1500 words) 30%  
Examination – 2 hours unseen 70%

### Preliminary Reading

Keller, K.L. (2013). Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 4th Edition (Global Edition), London: Pearson. (ISBN-13: 9780273779414)

Roper, S. and Hill, C. (2012). Corporate Reputation, 1st Edition, London: Pearson. (ISBN: 9780273727590)

Keller, K.L (2008). Best Practice Cases in Branding for Strategic Brand Management, 3rd Edition, London: Prentice Hall. (ISBN-10: 013188865X)

Walvis, T. (2010). Branding with Brains: The science of getting customers to choose your company, London: Prentice Hall. (ISBN-10: 0273719955)

Journal articles from scientific Journals

### Pre-requisites

CB680 Introduction to Marketing and CB709 Buyer Behaviour

### Synopsis \*

This module introduces students to core theories about brand, branding and brand management as well as contemporary issues related to branding and brand management. It is based around understanding what brand, branding, and brand management are and illustrating effective brand management practices through a systematic and strategic branding process. This module will include:

- Introduction to Brand and Branding
- Brand positioning and values
- Brand loyalty and brand equity
- Plan and build brand equity
- Brand performance
- New products and brand extensions
- Manage brand over time

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB736</b>		<b>New Product Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Lectures 11  
Seminars 10  
Independent study 129

Total hours 150

### Learning Outcomes

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

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

12. The intended generic learning outcomes

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

- 12.1 Reflect on their own skills, knowledge and practice, and to ensure their own continuing self-development.
- 12.2 Develop interpersonal and team-working skills.
- 12.3 Develop communication, skills, both orally and writing.
- 12.4 Develop research, analytical, evaluative and critical thinking skills.

### Method of Assessment

Examination – 2 hour, unseen 60%  
Group Written Report (3000 words) 40%

### Preliminary Reading

The core text for this course is

- Crawford, C. Merle. And C. Anthony Di Benedetto (2008), *New Product Management*, 8th Edition, New York: McGraw Hill-Irwin.

Supplementary texts:

- Trott, P. (2012). *Innovation Management and New Product Development*, 5th Edition, London: Financial Times Prentice Hall
- Kahn, Kenneth B. (2004). *The PDMA Handbook of New Product Development*, 2nd Edition, London: John Wiley & Sons.
- Cooper, Robert G. (2001), *Winning at New Products: Accelerating the Process from Idea to Launch*, 3rd Edition, London: Basic Books.

Scientific Journals:

Journal of Product Innovation Management  
Journal of Marketing  
Technovation  
R&D Management  
International Journal of Innovation management  
Creativity and Innovation Management

### Pre-requisites

CB680 Introduction to Marketing

### Synopsis \*

This module introduces students to core theories about innovation and new product marketing. It is based around understanding what a new product is and illustrating effective new product marketing practices through a systematic new product marketing process. It will include:

- New Products Marketing and Innovation
- New Product Strategies
- Models on New Product Development
- Market research and its influence on New Product Development
- Managing the new product development process from idea generation to commercialisation
- The marketing/R&D interface

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB737		Marketing Management Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

### Contact Hours

Lectures/workshops 15  
Supervision 5  
Independent study 280

Total hours 300

### Learning Outcomes

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

- 11.1 Identify an appropriate marketing topic on which to write the report.
- 11.2 Integrate the key, concepts, theories and issues in marketing management
- 11.3 Develop a further understanding of the role of marketing in the firm and the business environment
- 11.4 Analyse the environment in different markets at both the micro and macro levels and investigate the strategic implications for a firm
- 11.5 Critically evaluate and interpret information and data sources to inform marketing strategy
- 11.6 Apply theory and concepts in marketing management to justify decisions and demonstrate critical thinking and analytical skills.

### 12. The intended generic learning outcomes

By the end of this module, students will have acquired the:

- 12.1 Ability to self- manage
- 12.2 Ability to show initiative
- 12.3 Ability to work in interdisciplinary areas
- 12.4 Ability to frame questions to address problems
- 12.5 Ability to communicate information, ideas, problems and solutions effectively through oral and written presentations

### Method of Assessment

Project Outline (500 words) 5%  
Individual Presentation 10%  
Individual Report (8000-10000 words) 85%

### Preliminary Reading

Core texts:

- McDaniel and Gates, (2010), Marketing Research Essentials, 7th Ed, Chichester: John Wiley and Sons.
- McDonald M. (2007) Marketing Plans: How to prepare them, How to Use Them, 6th Ed, Oxford: Butterworth-Heinemann (ISBN 978-0750683869)
- Hague P. and Roberts K. (1994) Presentations and Report Writing, London: Kogan Page (ISBN 0-7494-1227-5).
- Kotler P., and Armstrong G., Wong V and Saunders J. (2008) Principles of Marketing, 5th European ED., London: Prentice Hall (ISBN 978-0273711568)

### Pre-requisites

CB680 Introduction to Marketing

### Synopsis <span style =

The aim of the module is to provide students with an opportunity for an in depth independent study of an aspect of marketing management chosen by the student in agreement with the convenor and supervisor. It also aims to develop student's research, writing and communication skills.

The topics covered will include:

- Developing marketing plans and strategies
- Literature search and data collection
- Use and analysis of consumer research and market information
- Preparing and structuring the Marketing Report
- Referencing, Citations and Developing writing skills
- Presentation skills

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB740		The Management of Operations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Papadopoulos Prof A

### Learning Outcomes

On completion of the module students should be able to:

- <li>Demonstrate a systematic understanding of the field of operations management and how operations can more effectively contribute to the organisation's objectives.</li>
- <li>Critically evaluate and apply a variety of techniques and analysis frameworks used by operations managers to help them make decisions in operations.</li>
- <li>Understand to a high level decision making in the operations management function and its application to process, capacity, supply, quality and workforce management.</li>
- <li>Utilise and assess appropriate concepts and models for the analysis and evaluation of operations management problems.</li>
- <li>Through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendations.</li>

### Method of Assessment

- <li>End of year examination - 2 hour (70%)</li>
- <li>Online test 1 (10%)</li>
- <li>Online test 2 (20%)</li>

### Preliminary Reading

Core textbook:

Slack, N. et al. (2010). Operations Management. 6th edn. London: FT Prentice Hall

Further indicative readings:

Fitzsimmons, J.A., and Fitzsimmons M.J. (2010). Service Management. 7th edn. London: McGraw-Hill

Greasley, A. (2013). Operations Management. 3rd edn. New Jersey: John Wiley and Sons

Hill, A., and Hill, T. (2013). Operations Management. 3rd edn. Basingstoke: Palgrave Macmillan

### Pre-requisites

CB362 Data Management for Business

### Synopsis \*

This module will require students to develop the ability to use appropriate techniques of analysis and enquiry within the management of operations, and to learn how to evaluate alternatives and make recommendations.

The key topics of the module are:

- 1) Strategic role of operations and operations strategy
- 2) Design of processes and the implications for layout and flow
- 3) People, jobs and organisation
- 4) Capacity planning and scheduling
- 5) Inventory control
- 6) Supply chain management, lean systems and enterprise resource planning
- 7) Quality planning and managing improvement

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB742 Creating Your Own Enterprise						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Badewi Dr A

### Learning Outcomes

On completion of the module students would be able to:

- <li>Demonstrate a systematic understanding of the financial processes relevant to a new business venture and/or enterprise.</li>
- <li>Apply a critical understanding of the legal implications of developing a new business.</li>
- <li>Demonstrate through the production of a Business Plan the understanding of the planning processes for implementing the proposed venture and/or enterprise.</li>
- <li>Apply established marketing processes relevant to a new business venture and/or enterprise.</li>

### Method of Assessment

100% coursework:

- <li>Business plan - 4000 words (100%)</li></ul>

### Preliminary Reading

Williams, S. (2013). The Financial Times Guide to Business Start Ups. 26th edn. London: Pearson

Burns P. (2014). New Venture Creation. Palgrave MacMillan: Hampshire

Butler D. (2000). Business Planning – a guide to business start-up. Oxford: Butterworth

### Pre-requisites

CB714 Marketing Principles and CB330 Fundamentals of Financial Accounting

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

The understanding and application of enterprise knowledge is seen as a transferable skill that can have cross-school application within the University, in that it has relevance to students from a broad range of academic disciplines who might be considering self-employment after graduation.

The curriculum is based on the Small Firms Enterprise Development Initiative (National Standards-setting body for small business) Standards for Business Start-up, but has been expanded to include contemporary issues such as Intellectual Property and recent legislation.

The module will include the following areas of study:

- 1) Why firms become insolvent – economic financial and operational reasons for business failure; risks & liabilities; skills requirements for business ownership; self-development planning; sources of advice, and support for businesses.
- 2) The new business planning process and format - developing and evaluating the business idea, and producing a business plan for potential lenders.
- 3) Financial aspects – budgetary planning and control; cash-flow and working capital; understanding financial accounting and key financial documents; break-even analysis; credit control, and debt recovery.
- 4) Market research, competition and barriers to market entry - identifying customers; market segmentation; planning the sales and marketing processes; customer perceptions and customer care, and developing quality standards for the business
- 5) Legal issues - reporting requirements; UK & EU law relevant to small businesses; business formats and trading status and their respective risks and liabilities; insurance; insolvency, and intellectual property rights such as patents and copyright.
- 6) Planning and employing staff - planning and obtaining premises; physical and financial resources, and the phased implementation of the business plan.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB750 Project Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Spiegler Dr V

### Contact Hours

Lectures 11  
Seminars 10  
Private study 39  
Preparation for Group Presentation and Group Report 30  
Preparation for Final individual project report 60

Total hours 150

### Learning Outcomes

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

- 11.1 Understand the importance of project management for efficient organisational performance, organisational development and business management.
- 11.2 Critically analyse and reflect upon different approaches to project management and established bodies of knowledge and best practice.
- 11.3 Evaluate and apply a range of established techniques in the field of project management to the execution of a project.
- 11.4 Understand and identify the knowledge and skills required for successful project management in organisations.

12. The intended generic learning outcomes

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

- 12.1 Development of analytical skills by linking theoretical perspectives to practical situations.
- 12.2 The ability to select and apply appropriate data and information.
- 12.3 Effective communication both orally and in writing using appropriate media for an appropriate audience.
- 12.4 Initiative and personal responsibility in working and studying independently.
- 12.5 The ability to work with others to develop group working and team

### Method of Assessment

Group Presentation 20%  
Group reflective report - 1000 words 10%  
Final individual report – 3000 words 70%

### Preliminary Reading

Core textbook:  
Maylor, H. (2010). Project Management. London: FT Prentice Hall

Further indicative readings:

Larson, E.W. and Gray, C.F. (2010). Project Management: the managerial process. 5th edn. New York: McGraw-Hill

Jeffery K. (2012). Project Management, Achieving Competitive Advantage. 3rd edn. London: Pearson Education

Mantel, S. J. et al. (2010). Project Management in Practice. 4th edn. New York: John Wiley & Sons

Students will also be encouraged to consult selected articles from the following journals:

International Journal of Project Management  
International Journal of Managing Projects in Business

### Synopsis \*

Project Management aims to provide an understanding of the key concepts and practices within the context of the organisational setting and the wider business and technological environment.

This module aims to develop a critical understanding of project management to enable students to recognise the importance of the discipline in a variety of organisational and functional contexts. Students should develop a critical understanding of the concepts employed in project management at strategic, systems and operational levels, and an appreciation of the knowledge and skills required for successful project management in organisations.

The key topics of the module are:

1. Project life cycles and alternative development paths
2. Project planning and control techniques, including CPM and PERT
3. Learning and innovation in projects
4. Resource planning
5. Team management and motivation
6. Contracts and incentives
7. Evaluation and returns
8. Stakeholder management

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB751	Psychology of the Contemporary Workplace					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Wyatt Dr M

### Contact Hours

Lectures 11  
Seminars 10  
Private study 34  
Preparation for seminars 20  
Preparation for  
Module tasks 30  
Preparation for assignments 45

Total hours 150

### Learning Outcomes

On completion of this module students should be able to:

11.1 Understand the relevance of psychological theories of the workplace to contemporary organizations

11.2 Critically understand and analyse the key factors shaping and changing the contemporary work environment

11.3 Demonstrate a critical and detailed understanding of best practice in regards to maintaining and improving levels of employee engagement and satisfaction in the workplace

11.4 Understand and analyse the behavioural elements of people management from a psychological perspective in the workplace

11.5 Assess contemporary theoretical developments around psychology and the workplace

12. The intended generic learning outcomes.

On completion of this module students should be able to:

12.1 Synthesise information clearly and critically

12.2 Select and organise complex information from a variety of sources

12.3 Structure and express complex arguments using relevant social science concepts and theories

12.4 Communicate effectively orally and in writing

12.5 Demonstrate efficient time management skills

### Method of Assessment

Individual Report 80%

Online Test 20%

### Preliminary Reading

Woods, S.A. & West, M.A. (2010) *The Psychology of Work and Organizations*. Andover: Cengage Learning EMEA

Arnold, J. and Randall, R. (2010) *Work Psychology: Understanding Human Behaviour in the Workplace*, 5th Edition. London: FT Prentice-Hall

### Pre-requisites

None

### Synopsis \*

This module presents an overview of what work psychology is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. Many work places operate sophisticated and expensive systems for assessing the costs and benefits of various workplace elements but often do not extend this to the management of employees. This module aims to demonstrate the benefits of having a comprehensive understanding of the role psychology can play in the management of people in contemporary organizations. Indicative content includes:

- Work psychology
- Individual differences and psychometrics
- Best practice personnel selection
- Stress and well-being
- Motivation
- Stereotypes and group behaviour
- Leadership and diversity
- The dark side of personality
- Political behaviour in the workplace
- The psychology of entrepreneurs
- Using work psychology to enhance employability

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB752		Research Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

### Contact Hours

Lectures 11  
Seminars 10  
Private study 34  
Preparation for seminars 20  
Preparation for group presentation 30  
Preparation for final report 45

Total hours 150

### Learning Outcomes

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

- 11.1 Understand the importance of having a clear approach and process for research
- 11.2 Critically analyse and reflect upon different approaches to/methodology for research
- 11.3 Evaluate and apply a range of established methods and techniques in the field of academic and business research - qualitative, quantitative and mixed
- 11.4 Understand how to acquire the knowledge and skills required for successful and ethical research in organisations.

12. The intended generic learning outcomes

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

- 12.1 Appropriate knowledge to undertake research in a variety of management and organisational settings
- 12.2 The ability to select and apply appropriate data and information.
- 12.3 Effective communication both orally and in writing using appropriate media for an appropriate audience.
- 12.4 Initiative and personal responsibility in working and studying independently.
- 12.5 The ability to work with others to develop group working and team

### Method of Assessment

Group Presentation 20%  
Group reflective report - 1000 words 10%  
Final individual mixed methods research report – 3000 words 70%

### Preliminary Reading

Weyers, J. and McMillan, K. (2007) How to Write Dissertations and Project Reports, London: Prentice Hall  
Blumberg, B., Cooper, D.R. and Schindler, P.S. (2011) Business Research Methods, 3rd Edition, New York: McGraw Hill  
Bryman, A. and Bell, E. (2011) Business Research Methods, 3rd edn. Oxford: Oxford University Press

### Synopsis \*

Research Methods aims to provide students with an understanding of the techniques and approaches used in qualitative and quantitative research. It investigates a range of methodologies which can be employed in order to produce either an academic research project or a work-based consultancy/management report.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB753 International and Comparative Human Resource Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Sinclair Mr P

### Contact Hours

Lectures 11  
Seminars 10  
Private study 34  
Preparation for seminars 20  
Preparation for  
Module tasks 30  
Preparation for assignments 45

Total hours 150

### Learning Outcomes

On successful completion of this module students should be able to:

- 11.1 Understand and evaluate comparative international employment relations systems
- 11.2 Critically understand the relationship between the management of human resources and the management of employment relations
- 11.3 Acquire a coherent and detailed understanding of the development of employment relations and human resource management in emerging and established economies
- 11.4 Critically evaluate the conflicting interpretations of the forces of convergence and divergence in the sample countries
- 11.5 Assess contemporary theoretical developments around HRM & employment relations

12. The intended generic learning outcomes.

On successful completion of this module students should be able to:

- 12.1 Organise and present an analysis as a considered viewpoint
- 12.2 Select, organise and synthesise complex information from a variety of sources
- 12.3 Contribute effectively to organisational decision making in the context of preparing a group presentation
- 12.4 Communicate effectively orally and in writing
- 12.5 Communicate to different audiences using appropriate media
- 12.6 Demonstrate efficient time management skills

### Method of Assessment

Group Presentation 10%  
Timed essay 20%  
Final examination – 2 hour, closed book 70%

### Preliminary Reading

- Bamber, G. Lansbury, R. and Wailes N. (2011) International & Comparative Employment Relations, 5th Edition, London: Sage
- Crawley, E., Swailes, S. and Walsh, D. (2013) Introduction to International Human Resource Management, Oxford: Oxford University Press
- Dowling, P., Festing, M. and Engle, A. (2013) International Human Resource Management, 6th Edition, Andover: Cengage Learning
- Harzing, A. and Pinnington, A. (2011) International Human Resource Management, 3rd Edition, Sage
- Reman, T. and Wilkinson, A. (2008) Contemporary Human Resource Management, 3rd Edition, London: Prentice Hall
- Williams, S. and Adam-Smith D. (2006) Contemporary Employment Relations: A Critical Introduction, Oxford: Oxford University Press

### Pre-requisites

None

### Synopsis \*

International and Comparative Human Resource Management aims to provide an analysis of the HRM systems in seven countries: USA, Germany, Sweden, France, Italy, China and India. Students will be introduced to the main concepts and theories through readings and discussions of the main authors in the field. Within a broad historical context, an international comparative approach will be adopted to consider the development of the relationship between national governments, employers and trade unions. This will include an investigation of the development and decline of employment relations systems and the emergence of human resource management.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB754	Corporate Social Responsibility					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Seitanidi Dr M

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent Study: 129

Total hours: 150

### Department Checked

GP

### Learning Outcomes

<OL><LI>Understand the concept of social responsibility, sustainability, business ethics and their increasing impact on business.  
<LI>Apply key concepts, theories and frameworks related to social responsibility and sustainability to different contexts.  
<LI>Critically assess the suitability and applicability of contemporary business and societal responses to environmental, social and economic challenges of sustainable development.  
<LI>Critically understand the key issues that organisations face in the design and implementation of socially responsible programmes.</OL></LI>

### Method of Assessment

The module is assessed by a combination of coursework (40%) and examination (60%).

The coursework consists of two elements:

#### 1) Assignment 1: (25%)

This is an individual report (2,000 words) that will provide a brief assessment of five key social issues that may occur during the interactions of a business with a primary stakeholder group. The report should anticipate the potential negative effects for the business and offer suggestions on how to proactively address such issues with appropriate CSR programmes, offering justifications and examples. The report will be based on desktop research where students are required to (1) identify the five key social issues, with the aim of developing a theoretical understanding and (2) identify businesses that received criticism in each of the five areas to contextualise their answers and provide suggestions on how to address these issues.

#### 2) Assignment 2: (15%)

Working in assigned groups of approximately five, students will scrutinise a key social issue (such as climate change, child labour, product safety, deception, consumer exclusion, employee working conditions, poverty or boycotts) or a CSR programme (sustainable consumption, equal opportunities and affirmative action, fair-trade, corporate community involvement) and make a 10-minute presentation about it to the class in the style of a business analyst. In doing so, the students will evaluate the significance of the social issue for business as well as the CSR programmes' benefits, costs, limitations and future potential. Students will be required to provide an individual reflective journal documenting the work undertaken by the individual student to prepare for and deliver the group presentation. This will be referred to if necessary to mediate any issue with the group dynamics.

The examination is two-hour, unseen and closed book. It is intended to test individual understanding of the key issues in the interaction of a business with its stakeholder groups and their interpretation and communication in different contexts. It also tests the students' ability to structure an argument and provide relevant examples in support of that argument.

### Preliminary Reading

Crane, A. and Matten, D. (2010). Business Ethics 3rd edition. Oxford: Oxford University Press Crane, A.,

Matten, D. and Spence, L. (2014). Corporate Social Responsibility: Readings and Cases in a Global Context. 2nd edition. Abingdon: Routledge.

### Pre-requisites

CB714: Marketing Principles

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The aim of the module is to develop an understanding of corporate social responsibility (CSR) and sustainability informed by ethical theory and stakeholder perspectives. Students will have the opportunity to familiarise with essential readings and cases in CSR to enable them to recognise key issues that are raised by stakeholder groups such as shareholder activism; socially responsible investment; employee discrimination; working conditions; ethical issues in marketing; management; consumer protection; gifts/ bribes; accountability; collaboration with civil society organisations, and corruption of governmental actors. The module will therefore contribute in building an understanding on contemporary social issues in business by highlighting the importance of a collaborative approach with internal and external stakeholder groups.

<OL><LI>Business Ethics

<LI>Corporate Social Responsibility

<LI>Sustainability

<LI>Social responsibilities of sectors and industries

<LI>Implementation of socially responsible and sustainable programmes and initiatives

<LI>Stakeholders of organisations, including:

<UL>Consumers

Employees

Suppliers

Competitors

Shareholders

Civil society

Government

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB755 Business/Consultancy Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

### Contact Hours

Lectures/workshops 15  
Supervision 15  
Independent study 270

Total hours 300

### Learning Outcomes

By the end of this module, students will have the:

- 11.1 Ability to recognise business problems and prioritise the need for solutions to these problems
- 11.2 Ability to integrate the key concepts, theories and issues in business and management and appreciate the interdisciplinary nature of the field.
- 11.3 Ability to apply the knowledge from 11.2 above to frame a business problem and devise and execute a research project to address this.
- 11.4 Ability to critically analyse, synthesise, interpret and evaluate data and information in a business and management context.

12. The intended generic learning outcomes

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

- 12.1 The ability to work autonomously on a substantive piece of research.
- 12.2 The ability to show initiative in developing an advanced research agenda.
- 12.3 The ability to work in interdisciplinary areas and draw on current research in adjacent disciplines.
- 12.4 The ability to engage with current literature to develop novel ideas.
- 12.5 The ability to communicate complex information, ideas, problems and solutions effectively in writing.
- 12.6 The ability to communicate complex information, ideas, problems and solutions orally in a presentation setting.

### Method of Assessment

Project Outline (500 words) 10%  
Presentation 10%  
Individual Report (8000-10000 words) 80%

### Preliminary Reading

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

Blumberg, B., Cooper, D.R. and Schindler, P.S. (2011) Business Research Methods, 3rd Edition, New York: McGraw Hill

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

### Pre-requisites

Research Methods (CB752)

### Synopsis \*

This module will allow students to work on a substantive piece of research which will allow them to frame and prioritise real business problems using well known fields and frameworks within academic business and management disciplines.

- Developing important research questions in the area of business and management
- Literature search and review
- Understanding different research designs used in business and management research projects
- Collection, use and analysis of secondary and primary data
- Developing Analytical and Critical Thinking in using theory and data to frame and address business and management problems
- Preparing and structuring the Business/Consultancy Project
- Referencing, Citations and Developing writing skills
- Communication and Presentation skills

<b>CB756 Digital Information Systems: A Management Perspective</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Shi Dr X

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Contact Hours

Lectures 11  
Seminars 10 (5 X 2 hour problem based sessions)  
Independent study  
(including directed study and assessment preparation) 129

Total hours 150

### Learning Outcomes

On successfully completing the module students will be able to:

11.1 analyse the potential disruptive digital innovations in terms of products, services and sustainability;  
11.2 assess the business value of digital technologies using academic and practitioners' methods and approaches;  
11.3 deconstruct complex technology-oriented solutions and apply them to a business;  
11.4 engage critically with theory and consultancy IT practices, by generating creative solutions that are aligned with the overall business strategy.

12. The intended generic learning outcomes

On successfully completing the module students will be able to:

12.1 demonstrate working creatively and flexibly as part of an academic group;  
12.2 produce statistical and mathematical forms of analysis used in business to justify expenditure;  
12.3 research a topic, extract and synthesise information from a range of written and spoken sources, and formulate a response;  
12.4 distinguish between fact and opinion, between what is relevant and what is not and between opposing views based upon conflicting evidence;  
12.5 demonstrate independent learning and time management;  
12.6 analyse and critically assess information from a variety of texts and come to an informed conclusion with limited guidance

### Method of Assessment

Group (groups of 4-6 students)  
to develop a video pod cast - 30%

Individual Information Systems Executive Briefing Disruptive Technology Investment Paper  
(max of 2000 words) - 70%

### Preliminary Reading

Chesney, T., Reynolds, G., Stair, R.M., (2015) Principles of Business Information Systems, 2nd Revised edition, Andover: Cengage Learning EMEA

Whitely, D., (2013) An Introduction to Information Systems Paperback, London: Palgrave Macmillan

Oakey, R., Groen, R., Cook, G. and Van der Sijde, P. (2012) New technology-based firms in the new millennium. Bingley, UK: Emerald

Jordan, J., (2012) Information, Technology, and Innovation: Resources for Growth in a Connected World, London: John Wiley & Sons

Grant, K; Hackney, R., & Edgar, D., (2010) Strategic Information Systems Management: priorities, procedures & policy, Andover: Thompson/Cengage Publishing, EMEA

### Pre-requisites

Introduction to Management (CB312)

### Synopsis \*

Information Systems (IS) are at the heart of every business and pervade almost every aspect of our lives (work, rest and play). Information Systems are treated in this module within the context of the social sciences, offering students a management and organisational perspective on the role of IS in business and how they are managed. This one term module is not technically orientated but designed to show how information systems are conceived, designed, implemented and managed in contemporary organisations.

The aim of this module is to provide students with the methods and approaches used by managers to exploit new digital opportunities and position their organisations to realise enhanced business value. By the end of this module, students will be equipped with the necessary tools to deal with current business issues including digital transformation through information systems and emerging business models via technological innovations.

The first part of the modules looks at the transformations in contemporary organisations and the strategic and operational decisions in managing digital IS in organisations. In particular, we shall see how some organisations have centred themselves on their information systems and highlight critical issues in the debates regarding the use of information technologies in organisations. The second part of the module provides a view of state-of-the-art enterprise systems applications, cloud computing, big data, cyber-defence and social networking/media and Web 2.0 (including mobile) tools and discusses how they are integrated into business life and used to improve organisational performance. The third part focuses on green IS/IT / green business practices and sustainability and core legislative frameworks (DPA, Computer Misuse Act, Intellectual Property).

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB757 Research and Consultancy Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Phillips Prof P

### Contact Hours

Lectures 22

Seminars 10

2 Hour Masterclasses ( 3 per term) 6

Independent study 112

Total 150

### Learning Outcomes

The intended subject specific learning outcomes.

This module introduces students to the nature of research and the business consultancy processes involved in carrying out research and consultancy in an area of management, technology and enterprise. The module prepares students for their respective independent research work in an organisational or industry context; and for undertaking management interventions in the workplace.

The module aims are;

To provide students with the ability to discuss, evaluate and use a variety of research approaches, methods and techniques for their chosen area of subject interest;

To demonstrate an ability to conduct research and/or consultancy by being able to formulate a structured problem, scrutinize and implement data gathering approaches, analyse and evaluate data collect and present the findings in a manner which reflects the needs of the audience;

To develop a professional and ethical approach to carrying out research and or consultancy led professional services.

On successfully completing the module students will be able to:

8.1 Apply research methods knowledge and skills with originality in situations of a professional nature where there is a requirement for initiative in a complex or unpredictable context;

8.2 Search for, retrieve, select and critically evaluate information - especially published literature in books, journals and web resources - to support research and consultancy objectives;

8.3 Critically evaluate various research approaches, methods and techniques for their chosen topic of further study/research, or to assist in organisational problem solving via a consultancy intervention;

8.4 Discuss the ethical and practical issues and implications of undertaking research and or consultancy based applied projects;

8.5 Develop a research proposal in a scholarly style appropriate to dissertations and projects at undergraduate level; or to develop a tender specification for a client.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Analyse problems/questions and take steps needed to find solutions/answers beyond the academic/business context

9.2 Plan and organise their time and activities effectively to deliver outputs;

9.3 Acquire and utilise data, tools, techniques and resources required for producing outputs effectively for meeting goals and objectives;

9.4 Communicate effectively orally and in writing, using media appropriate to the purpose.

### Method of Assessment

Coursework:

10 minute individual oral presentation 10%

Coursework:

4000 word research proposal on a self-negotiated and selected topic. 90%

OR

Coursework:

A consultancy tender document (maximum

of 4000 words) based on a case study based scenario. 90%

### Preliminary Reading

Blaxter, L., Hughes, C. & Tight, M. (2010), *How to Research* (4th ed.), Maidenhead: Open University Press

Cope, M. (2005), *The Seven C's of Consulting: Your Complete Blueprint for any consultancy assignment*, London: Financial Times Prentice Hall

Denscombe, M. (2014), *The Good Research Guide* (5th ed.), Maidenhead: Open University Press

Easterby-Smith, M., Thorpe, R. & Lowe, A., (2015) *Management Research: An Introduction* (5th ed.), London: Sage

Gill, J. & Johnson, P. (2011) *Research Methods for Managers* (4th ed.), Sage, London

Remenyi, D & Taylor, D. (2002) *How to become a successful IT consultant*, London: Butterworth Heinemann

Saunders, M., Lewis, P., & Thornhill, A (2015). *Research Methods for Business Students*. 7th ed. London: Financial Times Prentice Hall [Earlier editions are still useful]

Wickham, P., & Wickham, L., (2008) *Management Consulting*. (3rd ed.), London Financial Times Prentice Hall

Yin, R. K. (2013) *Case study research: design and methods*. (5th ed.). London: Sage [Earlier editions are still useful]

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Pre-requisites

None

### Synopsis \*

Nature of research - what is it and who cares?

- Formulating research & consultancy aim(s) and objectives
- Philosophy of thinking and claims; and key methodologies of research.
- Nature of consultancy and consultancy approaches/interventions;
- Research and consultancy project designs and methodologies (case study, survey, etc): interplay between research questions; analytical and empirical approaches; the relationship between design and method; sampling strategies implications for design choices contextualised for students studying management, technology and enterprise;
- Data collection and analysis: sources of information; questionnaires, interviews, literature reviews, policy documents, observations, measurement, statistical techniques; qualitative data analysis; sources of bias and error; reporting research, etc, contextualised for business and management problem solving;
- Economics of consulting, managing consultancy: negotiation; project planning; relationship management, professional practice, reflective and reflexive practice;
- Academic and commercial writing, research ethics and project planning.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Lectures 11  
Seminars 10  
Independent study 129

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and systematic understanding of the difference between strategic management and marketing strategy.
- 8.2 Assess the marketing environment and identify opportunities
- 8.3 Define objectives and evaluate alternative marketing options.
- 8.4 Identify appropriate marketing segments for a given product or service and formulate a marketing mix strategy to serve such segment.
- 8.5 Describe the elements of a marketing plan and the steps on which it is developed.
- 8.6 Analyse the weaknesses of each element of the marketing plan and propose suitable contingencies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Display self-management skills
- 9.2 Analyse appropriate data and information.
- 9.3 Identify and appraise both academic and practical problems
- 9.4 Effectively communicate through oral and written presentations

### Method of Assessment

Examination - 2 hour, unseen 60%  
Group presentation 20%  
Moodle MCQ 20%

### Preliminary Reading

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

Recommended Text Books:

- Kotler, P., and Keller, K. L. (2012), Marketing Management, 14th Edition. London: Pearson
- Peter, J. P. and Donnelly, J. H. (2013) Marketing Management: Knowledge and Skills, 11th edition. Maidenhead: McGraw-Hill.
- Wood, M. B. (2013) The Marketing Plan Handbook, 5th Edition. New York: Pearson New International Edition.

Indicative journals:

- European Journal of Marketing
- Journal of Marketing Management
- Marketing Letters
- Journal of Marketing
- Journal of Consumer Research

### Pre-requisites

CB680 Introduction to Marketing

### Synopsis \*

The module introduces to students the importance of marketing in competitive and dynamic environments.

- Introduction to strategic marketing – corporate vs. marketing strategies
- Identify and assess marketing ethics dilemmas
- Auditing the external and the internal environments
- Marketing information
- Identifying consumer and business segments
- Formulating marketing goals and specific objectives
- Developing a marketing plan for a commercial or a social organization
- Define adequate control and performance indicators to control the marketing plan

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB759 Strategic Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Emmanouilidou Dr M

### Contact Hours

Lectures 22  
Seminars / Workshops 21  
Preparation for delivery of group presentation 30  
Preparation for and production of group case report 35  
Preparation for examination 42  
Independent study 150

Total hours 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 critically evaluate the role of strategic management within organisations and the process issues associated with the strategic management of organisations
- 8.2 explain the impact of structure, culture, control and information systems on the strategic management process within organisations
- 8.3 compare and contrast the relationship between the external context of an organisation and its internal context and their impact on its strategies
- 8.4 critically understand organisational complexity
- 8.5 critically apply theories, concepts and frameworks from strategic management to analyse and explain strategy in organisations

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 organise and present an analysis as a considered viewpoint
- 9.2 communicate effectively
- 9.3 find, select, organise and synthesise complex information

### Method of Assessment

Examination – 3 hours unseen & closed book 70%  
Group Case Report – 1500 words 20%  
Group Presentation 10%

### Preliminary Reading

Core textbooks include:

- Lynch, R. (2015) Strategic Management, 7th edition, Harlow: Pearson Education Limited

- Johnson, G., Whittington, R. & Scholes, K. (2014) Exploring Strategy: Text and Cases, 10th edition, Harlow: Pearson Education Limited

Other textbooks include:

- Grant, R. M. (2016) Contemporary Strategy Analysis, 9th edition, Chichester: John Wiley & Sons
- Haberberg, A. and Rieple, A. (2008) Strategic Management: Theory and Application, Oxford: Oxford University Press
- Thompson, J. and Martin, F. (2010) Strategic Management: Awareness and Change, 6th edition, London: South-Western Cengage Learning.
- Campbell, D. Edgar D. and Stonehouse, G. (2011) Business Strategy, an introduction, 3rd edition, London: Palgrave Macmillan

### Pre-requisites

None

### Synopsis \*

Strategic Management aims to provide an understanding of strategic analysis, strategic decision-making and strategic processes within and between organisations. The module content combines approaches to strategic management, concepts and frameworks, and issues in strategic management. In particular, the themes covered include: internal and external environment analysis, strategic options, selection and evaluation, organisational structure and culture, the role of knowledge, technology, innovation and entrepreneurship, not-for profit and social enterprises, corporate social responsibility, international strategies, strategic change and building a cohesive strategy. Case studies, which are used throughout the module, provide a vehicle for exploring the relationship between theory and practice in organisations and analysing the implications for strategic direction.