

## 2019-20 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	Whole Year	H	30 (15)	70% Exam, 30% Coursework	Ransley Mrs A
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	Ransley Mrs A
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	Ransley Mrs A

#### Contact Hours

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically review finance theories and concepts and their application to a practical environment including financial management, risk and the operation of financial markets
- 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
- demonstrate knowledge and skills in recording and summarising the financial aspects of company dividend policy, capital structure, types of finance sources and merger activities
- critically analyse, compare, discuss and critically evaluate various financial theories
- 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:

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

#### Method of Assessment

Main assessment methods:

- Exam, 3 hours (70%)
- Coursework (5%)
- Group Portfolio Project (3000 words) (25%)

Reassessment method:

100% exam

#### Preliminary Reading

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

Prerequisites: ACCT5080 or ACT5230 Principles of Finance

#### Restrictions

Available to short-term/exchange students'

#### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>AC504</b>		<b>Auditing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	Godsell Dr D
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	Godsell Dr D
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	Godsell Dr D

### Contact Hours

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically appraise the regulatory, legal, professional and socio-economic environments within which company audits are performed
- 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
- critically examine the technical language and practices employed in the audit of company financial statements
- 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
- critically evaluate the nature, role and development of a profession and professional bodies, professional duties and ethics, professional independence, professional negligence and legal liability

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods:

- Exam, 3 hours (70%)
- Essay 1 (1500 words) (15%)
- Essay 2 (1500 words) (15%)

Reassessment method:

Like for Like

### Preliminary Reading

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

Prerequisites: ACCT5060 or ACCT5240 Financial Accounting II

### Restrictions

Available to short-term/exchange students'

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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.

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

### Contact Hours

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students be able to:

- critically appraise the contexts in which accounting operates
- critically review the conceptual underpinning of management accounting
- critically examine the developments in the technical language and practices of management accounting
- critically evaluate the contemporary theories and evidence concerning aspects of the role and functioning of management accounting
- discover the uses and limitations of a range of quantitative techniques in solving management accounting problems

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)  
Group Presentation (10%)  
In course Test - MCQ and Problem Solving (45 minutes) (10%)  
In-Class Essay (45 minutes) (10%)

Reassessment method:

100% exam

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### Preliminary Reading

Drury, C. (2018), Management and Cost Accounting, London: Cengage Learning.

Merchant, K. and Van der Stede, W. (2017), Management Control Systems: Performance Measurement, Evaluation and Incentives, Harlow: Prentice Hall.

### Pre-requisites

ACCT5200 or AC5210 Management Accounting I

### Restrictions

Available to short-term/exchange students'

### Synopsis \*

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.

### Contact Hours

Total contact hours: 65

Private study hours: 235

Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students be able to:

- critically appraise the contexts in which accounting operates
- critically review the conceptual underpinning of management accounting
- critically examine the developments in the technical language and practices of management accounting
- critically evaluate the contemporary theories and evidence concerning aspects of the role and functioning of management accounting
- discover the uses and limitations of a range of quantitative techniques in solving management accounting problems

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

### Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)

Group Presentation (10%)

In course Test - MCQ and Problem Solving (45 minutes) (10%)

In-Class Essay (45 minutes) (10%)

Reassessment method:

100% exam

### Preliminary Reading

Drury, C. (2018), Management and Cost Accounting, London: Cengage Learning.

Merchant, K. and Van der Stede, W. (2017), Management Control Systems: Performance Measurement, Evaluation and Incentives, Harlow: Prentice Hall.

### Pre-requisites

BUSN7280 Intermediate Management Accounting

### Restrictions

Available to short-term/exchange students'

### Synopsis \*

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

### Contact Hours

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Differentiate the contexts in which management and financial accounting operate.
- Determine costs based on cost terms and purposes.
- Apply relevant management accounting techniques under various costing systems.
- Distinguish between short-run and long-run pricing decisions and describe approaches to pricing.
- Measure yield, mix and quantity effects in planning and control.
- 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:

- Communicate and learn effectively using information technology.
- 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.
- Evaluate arguments, assumptions and data to make judgements, and frame appropriate questions to achieve a solution to a problem.

### Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)  
Essay of 1500 words (10%)  
In-course test, 45 minutes (10%)  
VLE Online Test (10%)

Reassessment method:

100% exam

### 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

ACCT3001: Financial Accounting I, BUSN3720 Mathematics and Statistics for Accounting and Finance and ECON3020: Introduction to Economics

### Restrictions

Available to short-term/exchange students'

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### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>AC522</b>		<b>Advanced Financial Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	Casson Mrs A

### Contact Hours

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- prepare financial statements by applying accounting standards, regulations and terminology
- demonstrate how to account for complex transactions in financial statements by applying accounting standards;
- critically analyse the financial performance and position of a business using techniques such as financial ratios;
- demonstrate an understanding of the importance of corporate and social responsibility (CSR) for organisations and their stakeholders.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate arguments and evidence;
- manipulate financial data and provide financial information to a variety of stakeholders whilst understanding the limitations of the information provided;
- communicate effectively

### Method of Assessment

Main assessment methods

Exam, 3 hours (70%)  
Report and Analysis Exercise (3500 words) (20%)  
In-Course Test (10%)

Reassessment method:  
100% exam

### Preliminary Reading

ACCA Paper F7 Financial Reporting (FR) Complete Text (2016), Wokingham: Kaplan Publishing UK

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

ACCT5060 or ACCT5240 Financial Accounting II

### Restrictions

Available to short-term/exchange students'

### Synopsis **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
- CSR
- Preparation of financial statements including those for complex groups
- Content and application of International Accounting Standards, as appropriate.

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<b>AC523</b>		<b>Principles of Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	Kume Dr O
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework with Compulsory Numeric Elements	Kume Dr O

### Contact Hours

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Differentiate the contexts in which finance operates.
- Evaluate the concepts and principles that underlie the investment and financing decision-making processes, including the strengths and weaknesses of quantitative techniques.
- Identify the nature of a problem and selection of appropriate quantitative techniques.
- Compare and contrast alternative approaches to investment appraisal and financing as well as to evaluate the appropriateness of different approaches to solving problems in finance.
- Identify, find 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:

- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.
- Plan, work independently and use relevant resources.
- Communicate and work effectively within a group context

### Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)  
Multiple Choice Test (10%)  
In-course test, 45 minutes (10%)  
Presentation (10%)

Reassessment method:

100% exam

### Preliminary Reading

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

BUSN3720 Mathematics and Statistics for Accounting and Finance and ECON3020: Introduction to Economics

### Restrictions

Available to short-term/exchange students'

### 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 Financial Accounting II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	Finn Mr D

### Contact Hours

Total contact hours: 66  
 Private study hours: 234  
 Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- evaluate the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used, beyond that available from Financial Accounting I
- evaluate aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting, beyond that available from Financial Accounting I
- apply the technical language and practices employed in recognition, measurement and disclosure in financial statements , beyond that available from Financial Accounting I
- 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:

- evaluate arguments and evidence
- manipulate financial data
- prepare financial statements
- communicate effectively

### Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)  
 In-Course Test 1 (10%) – 45 minutes  
 In-Course Test 2(10%) – 45 minutes  
 Communication Skills Report (1500 words) (10%)

Reassessment methods

100% exam

### Preliminary Reading

ACCA Paper F7 Financial Reporting (FR) Complete Text (2016), Wokingham: Kaplan Publishing UK  
 ACCA Paper F7 Financial Reporting (FR) Exam Kit (2016), Wokingham: Kaplan Publishing UK  
 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

### Restrictions

Available to short-term/exchange students'

### 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 Introduction to Statistics for Business</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Yu Mr T

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1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Yu Mr T
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### Contact Hours

The module will be taught by lectures, computer terminal sessions and private study.

Total Contact Hours: 21

Private Study Hours: 129

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Use graphical, numerical and statistical techniques to handle a variety of business problems
- Summarise and analyse data and present it effectively to others and use appropriate software, including spreadsheets
- Use statistical techniques to draw well founded inferences from quantitative data
- Understand the scope and limitations of quantitative methods
- 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:

- Demonstrate numeracy and quantitative skills including organising data, abstracting meaning from information and supporting written work by following the required academic conventions
- Demonstrate a reflective approach to learning and critical thinking skills essential for success in business
- Demonstrate effective writing skills at Level 4 as required to complete written assignments and business reports
- Work and study independently and utilise resources effectively

### Method of Assessment

The module is assessed 100% by coursework, divided as follows.

Main assessment:

VLE: quiz (20%)

+

In-course test (20%)

+

Statistics Report (60%):

Students have to identify real examples of the use of quantitative information and statistics and produce a report including commentary and analysis and should be no more than 8 pages in length including tables and diagrams.

For reassessment:

Students will resubmit the statistics report as coursework

### 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.

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2013) *Basic Statistics for Business & Economics*, (8th edn.), New York: McGraw-Hill

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

### Pre-requisites

None

### Restrictions

Available only to students taking:

Business Administration

International Business

Marketing

Available to short-term/exchange students

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### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB357 Study Skills (Top-Up Degree)</b>						
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

<b>CB363 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	
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	

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1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework
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1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework
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### 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

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge of the underlying economic concepts, competing theories and basic principles of macroeconomics.

8.2 Evaluate the effect of the changing/prevaling macroeconomic environment on business decisions, behaviour and performance.

8.3 Interpret macroeconomic data and develop well-structured lines of economic argument, offering critical comment on the arguments of others.

8.4 Demonstrate knowledge of the importance of economics in understanding current business issues in the UK, Europe and global economies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Retrieve information from a variety of sources.

9.2 Undertake independent and self-managed learning.

9.3 Draw on social science concepts and theories in decision-making situations.

9.4 Demonstrate ability to communicate information, ideas and solutions effectively..

### Method of Assessment

MCQ test 20%

Coursework essay 20%

Examination 60%

### Preliminary Reading

Lipsey, R. and Chrystal, A. (2015) Economics. 13th ed. Oxford: OUP

Mankiw, N. G., Taylor, M.P. and Ashwin, A. (2013) Business Economics. Andover: Cengage Learning

Mulhearn, C. and Vane, H. R. (2015) Economics for Business. 3rd ed. New York: Palgrave Macmillan

Slooman, J., Garrett, D., Guest, J. and Jones, E. (2016) Economics for Business. 7th ed. Harlow: Pearson

### Pre-requisites

Economics for Business 1 (CB365)

### Synopsis \*

This module will cover the basic principles of macroeconomics; such as the definition and measurement of key macroeconomic variables. Students will consider competing theories related to the macro economy in the short and long run. This will be underpinned by existing evidence on past and current levels of macroeconomic indicators in the UK, Europe and the rest of the world.

- The Macro economy – as a system: the circular flow (including injections and withdrawals), national income measurement, economic growth and international comparisons
- Macroeconomic variables: GDP, unemployment, inflation, money supply and balance of payments
- The open macro economy; including imports and exports; the role of exchange rates and an introduction to trade.
- Macroeconomic theories: including the classical approach, the Keynesian demand management approach and monetarism
- Macroeconomic policies: demand versus supply side economic management

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB5011 Human Resource Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Evans Dr S

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the role of Human Resource Management (HRM) practices within specialist functions and as part of line management activity
- evaluate the process of managing people and teams
- critically assess the impact of human resource management theory on management and management practice
- understand the connection between human resource management practices and apply these concepts to the wider business environment in which they function

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- organise and present an analysis as a considered viewpoint
- find, select and synthesise complex information
- communicate effectively orally and in writing and at an appropriate level for the audience
- demonstrate initiative and personal responsibility in working and studying independently using relevant resources
- demonstrate critical thinking through reflection

### Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Individual Report (2500 words) (60%)
- In-Course Test - 45 minute Timed Essay (20%).

Reassessment method:

100% coursework

### Preliminary Reading

Torrington, D., Hall, L., Taylor, S. & Atkinson, C. (2014) Human Resource Management, 9th edn. Harlow: Pearson

### Pre-requisites

None

### Synopsis \*

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

The key topics of the module are:

- The nature of human resource management
- Motivation in the workplace
- Work organisation, job design and flexible working
- Groups and team working
- Diversity in the workplace
- Recruitment & selection
- Learning and development
- Employee Involvement and participation
- Employee performance and reward
- Ethical HRM

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB5012 Global Business in a Dynamic Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	10 (5)	Pass/Fail Only	Czinkota Prof M

### Contact Hours

Full-time over 2 weeks:

Private Study 50 hours

Lectures 25 hours

Interactive sessions and case discussion 25 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate knowledge and understanding of the global business environment and the role of multinationals in the dynamic process of globalisation
2. demonstrate knowledge and understanding of international business and the institutions involved in this process and how such institutions shape global business environment
3. show understanding of policy related aspects of international business and how this affect global business environment
4. develop an in-depth understanding of the key drivers of globalisation and how these influence global business environment

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. demonstrate aptitude in independent and higher level study
2. demonstrate knowledge of underlying concepts and principles of global business in a variety of relevant contexts
3. show understanding and practice of individual and group-based learning environments consonant with the expectations and requirements of higher level study
4. exercise some element of self-directed study and time-management consistent with research skills and onward professional career opportunities
5. apply academic skills such as research and writing in relevant academic contexts, listening to academic lectures and input sessions as well as participating in academic seminars
6. demonstrate cross-cultural awareness through interaction with students from other backgrounds and nationalities

### Method of Assessment

This module is assessed by 100% coursework:

Short editorial of an international event (750 words) - 30%

Group presentation analysing an international case study - 70%

### Preliminary Reading

Bartlett, C.A. and Ghoshal, S. (2014), *Transnational management*. McGraw-Hill Education.

Cavusgil, S.T. (2016). *International Business: The New Realities*, Global Edition. Pearson Education Limited.

Collinson, S., Narula, R. and Rugman, A.M. (2016), *International business*. Pearson Higher Ed.

Czinkota, M.R., Ronkainen, I.A. and Moffett, M.H. et al. (2009), *International Business*, European Edition, Wiley, ISBN 978-0-470-51029-2.

Deresky, H. (2017). *International Management: Managing Across Borders and Cultures*, Text and Cases, Global 9th Edition (ISBN: 9781292153537), Pearson.

Dicken, P. (2014), *Global shift: Mapping the changing contours of the world economy* (7th edition). SAGE Publications Ltd.

Gereffi, G. and Fernandez-Stark, K. (2016). *Global Value Chain Analysis: A Primer*, 2nd edition. Center on Globalization, Governance & Competitiveness (CGGC). Duke University, North Carolina, USA.

Peng, M.W. (2016), *Global business*. Cengage learning.

### Synopsis \*

There is unprecedented change in international business. Very close linkages emerge between domestic and international activities, and between all economies around the globe. We know that when domestic economic activities are down, international business is down as well—only much more so. As local economies grow, so does international business. Austerity brings changes in production and consumption. The role of governments is growing by leaps and bounds, dictating the direction and strength of international business activities. There is rising potential to restrict imports and encourage exports, in order to keep home industries safe and gradually reduce global imbalances.

Each day of the Summer School will cover a specific topic related to the global business in a dynamic environment. Topics will include the following:

- The Global Imperative/Influencing International Stakeholders
- Global Business Research
- Market Entry and Internationalization
- Intercultural influences on Big Data research Corporate Social Responsibility
- Public Policy and Brand Management
- The Triple Helix: Business Policy and Academia: Coping with Corruption, Bribery and the Lack of Soul
- Corrupt practices and remedies
- Policy Influences, and Conflicts
- International Product positioning and segmentation
- Strategic Ambidexterity and its Consequences
- International Marketing
- Leadership and Sustainability in global context

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB5014</b>		<b>Contract Law and Consumer Protection</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Tarrant Mrs S

### Contact Hours

Total contact hours: 35  
 Private study hours: 115  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the English Legal System and its various sources of law.
- Demonstrate knowledge and understanding of the routes to dispute resolution in the English Legal System, including the court system and alternative dispute resolution methods.
- Demonstrate an understanding of the role of contract law in facilitating and regulating the formation of business transactions.
- Demonstrate an understanding of the impact of consumer protection legislation in the UK.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise information and apply concepts to business situations, paying attention to detail.
- Apply problem-solving skills to analyse and resolve issues that arise in the course of carrying out business.
- Develop an ability to structure, formulate, communicate and defend arguments effectively both orally and in writing.
- Undertake personal responsibility and self-discipline in studying independently.

### Method of Assessment

Main assessment methods:

Problem Question- Essay (2,500 words) (40%)  
 Examination, 2 Hour (60%)

Reassessment method:

Like for Like

### Preliminary Reading

Core textbook:

MacIntyre, E. (2018) Business Law. 9th edn. London: Pearson

Recommended reading:

Adams, A. (2018) Law for Business Students. 10th edn. London: Pearson  
 Poole, J. (2016) Textbook on Contract Law. 13th edn. Oxford: Oxford University Press

### Pre-requisites

None

### Synopsis \*

The law affects the commercial world in many ways. This module focuses on the importance of law in governing transactions between individuals and businesses; what is required for legally compliant contracts; what the law expects of organisations in terms of protecting the consumer, and how businesses manage and avoid disputes. By enabling students to become familiar with those parts of the law they are most likely to encounter in their careers and in business the module helps them better understand the obligations that parties have to each other in law.

Topic areas are:

- The English Legal System
- The Legal Process and Dispute Resolution
- Law of Contract – including:
  - Formation
  - Contract terms
  - Vitiating elements, including misrepresentation and economic duress
  - Performance and discharge of contract, including frustration
  - Breach of contract
  - Common law and equitable remedies, including damages
  - Consumer Protection

<b>CB513</b>		<b>Taxation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	Lall Mr A



**Contact Hours**

Total contact hours: 65  
Private study hours: 235  
Total study hours: 300

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

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

**Method of Assessment**

Main assessment methods:

Exam, 3 hours (70%)  
In-Course Test A (15%)  
In-Course Test B (15%)

Reassessment method:

100% exam

**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**

ACCT5060 or ACCT5240 Financial Accounting II

**Restrictions**

Available to short-term/exchange students

**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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Total contact hours: 27  
 Private study hours: 123  
 Total study 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

13.1 Main assessment methods

- Online MCQ Test 1 (7.5%)
- Online MCQ Test 2 (22.5%)
- Examination, 2 hours (70%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

### 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

### Restrictions

Available to short-term/exchange students

### Synopsis \*

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 are likely to 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

<b>CB520 Service Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

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2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Salhi Prof S
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Salhi Prof S

### Contact Hours

Total contact hours: 32  
Private study hours: 118  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate familiarity with the nature of operations in services and understand how effective service design and delivery can contribute to the organisation's objectives;
- apply a variety of techniques and analysis frameworks used by service managers to help them make decisions;
- understand decision making in services and its application to managing: projects and events, capacity and demand, controlling and improving quality;
- utilise appropriate concepts and models for the analysis and evaluation of service management problems;
- be able to investigate problems, evaluate solutions and present recommendations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate problem solving and decision taking skills;
- demonstrate communication and writing skills;
- work with complex material;
- analyse problems and identify appropriate solutions;
- work and study independently and utilise resources effectively;
- demonstrate self-management skills.

### Method of Assessment

Main assessment methods:

Online MCQ Test 1 (10%)  
Online MCQ Test 2 (20%)  
Examination, 2 hours (70%)

Reassessment method:

100% exam

### Preliminary Reading

Fitzsimmons, JA. and Fitzsimmons MJ., (2018 ). Service Management: Operations, Strategy, Information Technology, latest/ 9th Edition, McGraw-Hill.

Garner, RA. and Garner CW., (2014). The Service Consultant: Principles of Service Management and Ownership, 2nd edition, Cengage Learning.

Haksever, C. and Render, B. (2018). Service and Operations Management, Word Scientific Books

Johnston, R. ,Clark, G. and Shulver, M , (2012). Service Operations Management: Improving Service Delivery, 4th edition, FT Prentice Hall.

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### Synopsis \*

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

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<b>CB542 Business/Management Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	85% Project, 15% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	Seitanidi Dr M
1	Medway	Whole Year	H	30 (15)	85% Project, 15% Coursework	Seitanidi Dr M
2	Canterbury	Whole Year	H	30 (15)	100% Project	
2	Medway	Whole Year	H	30 (15)	100% Project	

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB544</b>		<b>International Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Duffy Dr R
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Duffy Dr R

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

Intended Subject Specific Learning Outcomes:

On successfully completing the module students will be able to:

- Demonstrate an awareness of the key concepts, theories and issues in international marketing.
- Have developed an understanding of the role of international marketing in the firm and the global business environment.
- Understand how to research and analyse the environment in a foreign market at both the micro and macro levels.
- Identify and consider appropriate market entry strategies for different international markets.-
- Understand how to adapt each marketing mix element for different international markets.
- Critically evaluate and interpret information and data sources to select a country for market entry, based on a "real company" brief.
- Evaluate market entry modes and marketing strategies
- Apply theory and concepts in international marketing to justify decisions and demonstrate critical thinking and analytical skills.

Generic Learning Outcomes:

On successfully completing the module students will be able to:

- Critically assess and evaluate the relevance of international marketing theory within a range of contexts.
- Demonstrate analytical skills by linking theoretical perspectives to contemporary organisational situations.
- Articulate complex arguments.
- Plan work independently and in groups.
- Demonstrate enhanced communication skills.
- Write coherently and critically.

### Method of Assessment

Main assessment methods

Group Presentation (20%)

Individual Report (4000 – 6000 words) (80%)

Reassessment methods

100% coursework

### Preliminary Reading

Ghauri, P.N and Cateora, P. (2010) International Marketing, Third Edition, New York: McGraw Hill.

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

Keegan, W.J. and Green, M.C. (2013), Global Marketing, Seventh (Global) Edition, London: Pearson

### Pre-requisites

BUSN3700 Introduction to Marketing

### Restrictions

For BSc Marketing & associated programmes; BSc Management & associated programmes; BBA & associated programmes.

Available to short-term/exchange students.

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### 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

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

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an awareness of the key concepts, theories and issues faced in marketing research;
- understand the market research process and be able to design and implement a market research plan;
- demonstrate an understanding of how to collect primary data using both qualitative and quantitative methods;
- demonstrate the ability to collect, analyse and interpret both qualitative and quantitative data relevant to a practical company brief;
- interpret data to justify decisions and make recommendations for a practical company brief;
- reflect on how theory was, or should have been used, to inform the practical decisions taken in conducting the marketing research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate the ability to apply theory and concepts in marketing research to practical situations;
- demonstrate the ability to collect and interpret appropriate data and information;
- demonstrate research, analytical, evaluative and critical thinking skills;
- demonstrate initiative and personal responsibility in working and studying independently;
- demonstrate effective communication skills both orally and in writing;
- demonstrate the ability to work with others to develop interpersonal and team-working skills.

### Method of Assessment

Main assessment methods:  
Group Presentation (20%)  
Report (4000 – 6000 words) (80%)

Reassessment method:  
100% coursework

### 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

BUSN3700 Introduction to Marketing

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### Restrictions

Available to short-term/exchange students

### 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.

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

### Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic understanding of marketing communications theories and concepts;
- deploy techniques to advertise new product to the market, based on a case study;
- write a Marketing Communications Plan integrating the advertisement into a comprehensive new-product launch campaign;
- integrate the theory-based marketing decisions with budget management, operational planning, group management and decision-making;
- critically evaluate marketing communications tools;
- apply the theory to develop analytical and decision-making skills in marketing communications applications.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills
- exercise personal responsibility and decision-making
- work with others including people from different culture backgrounds
- work in interdisciplinary areas
- identify, analyse, and address both academic and practical problems
- communicate effectively through oral and written presentations

### Method of Assessment

Main assessment methods:

Presentation (20%)

Essay (4,500 - 5000 words) (80%)

Reassessment method:

100% coursework

### 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.

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### Pre-requisites

BUSN3700 Introduction to Marketing

### Restrictions

BSc Marketing & associated programmes; BBA & associated programmes

Available to short-term/exchange students

### 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

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%



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### 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.

### Restrictions

Available to short-term/exchange students

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB561</b>		<b>Business Law</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

### 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.

<b>CB587</b>		<b>Digital Marketing Strategy</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Laffey Dr D
2	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 22  
 Private study hours: 129  
 Total study hours: 150

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the threats, security and other, posed by digital marketing
- demonstrate both knowledge and understanding of how the Internet and other platforms (e.g. mobile) support digital marketing
- apply underlying business and marketing concepts to understand the relationship between digital marketing strategy and the wider organisation
- critically evaluate how digital marketing strategy differs across business sectors
- critically assess the key issues in the development and implementation of digital marketing strategy
- demonstrate a critical appreciation of the importance, and limitations, of business models in digital marketing strategy

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently using relevant resources
- organise and present analysis as a considered viewpoint
- find, select, organise and synthesise complex information
- contribute effectively to organisational decision-making
- prepare for a career involving digital marketing
- work in interdisciplinary areas

### Method of Assessment

Main assessment methods:

- In-Course Test (20%)
- Individual Report – 800-1200 words (20%)
- 2 hour exam (60%)

Reassessment method:

- 100% exam

### 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

BUSN3700 Introduction to Marketing

### Restrictions

Available to short-term/exchange students

### 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.

Some topics are:

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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB6001</b>		<b>Fixed Income Markets and Instruments</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	Alexandridis Dr A

### Contact Hours

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

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the operations in money and bond markets and appraise the more recent developments in these markets.
- Critically assess the similarities and differences among key debt instruments and examine the risks associated with each category of bond investments
- Critically review the underlying theories of interest rate term structure
- Apply the appropriate methods and techniques to value bond instruments.
- Structure and manage a diversified fixed -income portfolio.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate arguments and evidence
- Analyse conceptual problems and solve problems relating to quantitative information
- Make competent use of information technology skills
- Exercise independent, self-managed study of research materials

### Method of Assessment

Main assessment methods  
Exam, 2 hours (70%)  
Individual essay (1500 words) (30%)

Reassessment method:  
Like for Like

### Preliminary Reading

Arnold, G. (2015). FT Guide to Bond and Money Markets, London: FT Publishing International.

Fabozzi, F. (2013) Bond Markets, Analysis and Strategies, 8th Edition. London: Prentice Hall

Fabozzi, F. (2007). Fixed Income Analysis, 2007, 2nd Edition. London: CFA Institute

Martellini, L. et al. (2003). Fixed-income Securities: Valuation, Risk Management and Portfolio Strategies, Chichester: Wiley and Sons.

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### Synopsis >\*

This module will cover the following topics:

- Features of debt instruments and risks associated with investing in these instruments
- Debt and money markets (participants, operations, trading activities)
- Fixed-income instruments (Government bonds, corporate bonds, credit ratings, high-yield bonds, international bonds, mortgage-backed securities, etc.)
- Money market instruments (Treasury bills, commercial paper, repurchase agreements, bills of exchange, etc.)
- Fixed-income valuation (traditional approach, arbitrage-free approach, yield measures, volatility measures)
- Term-structure of interest rates and classic theories of term structure, derivation of zero-coupon yield curve
- General principles of credit analysis (credit scoring, credit risk modelling, etc.)
- Fixed-income portfolio construction and management strategies (portfolio's risk profile, managing funds against a bond market index).

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB6002</b>		<b>Finance with Excel</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Oberoi Dr J

### Contact Hours

Total contact hours: 34  
 Private study hours: 116  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate systematic understanding of key aspects of the use of Excel to solve financial problems
- demonstrate their ability in calculation and manipulation and capability to deploy accurately established approaches to analyse and solve problems in the following financial areas: Basic financial calculations, Monte Carlo simulation, Bond valuation, Derivative modelling and portfolio analysis
- Systematically apply key aspects of Excel for finance in well-defined contexts, showing judgement in the selection and application of tools and techniques
- demonstrate conceptual understanding of the advantages and disadvantages of financial approaches in project and asset valuation and in portfolio analysis

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- make competent use of information technology skills and demonstrate an increased level of skill in numeracy and computation
- manage their time and use their organisational skills to plan and implement efficient and effective modes of working
- communicate straightforward arguments and conclusions reasonably accurately and clearly

### Method of Assessment

Main assessment methods

Individual Report - 1000 words (30%)  
 Individual Excel Based Report 2 (70%)

Reassessment methods

100% coursework

### Preliminary Reading

Benninga, S. (2008) Financial Modelling, 3rd edition. Cambridge, Mass.: MIT Press.

Benninga, S. (2010) Principles of Finance with Excel. Oxford: Oxford University Press.

Holden, C.W. (2012) Excel Modelling in Investments. 4th edition, London: Pearson.

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

### Pre-requisites

CB6001 Fixed Income Markets and Instruments

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module will examine how Excel can be used for financial data analysis.

A brief revision of each financial concept will be presented. The syllabus will typically cover:

Introduction to Excel:

- Basic functions, mathematical expressions

Data Analysis with Excel:

- Data analysis, charts, solver, goal seek, pivot tables and pivot charts

Financial Valuation:

- Applications of time value of money
- Applications of capital budgeting techniques in Excel (IRR, NPV, Scenario Analysis, Monte Carlo simulation)
- Company Valuation Models

Portfolio Analysis and Security Pricing:

- Portfolio models, calculations of efficient portfolios, variance-covariance matrix
- Beta coefficient estimations and security market line
- Bond Valuations
- Binomial option pricing, Black-Scholes model.

<b>CB6003</b>		<b>Leadership and Management Development</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Georgellis Prof Y

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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:

- review the nature of managerial work from a strategic and operational perspective
- critically analyse the effectiveness of theories relating to leadership in a variety of organisational contexts
- examine the cross-cultural challenges of leadership and management in an international context
- critically review issues relating to managerial career development barriers and enablers
- reflect on personal development in relation to skills required for managerial career success

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- think critically and analytically
- design and conduct research effectively
- effectively manage their own learning and personal development
- communicate effectively in written, visual and aural modes both in interpersonal and group contexts
- work effectively and sensitively in a multi-cultural work environment

### Method of Assessment

This module is assessed by 100% coursework.

The assessments devised for the module fulfil two purposes: (i) to allow students to demonstrate reflective learning from participation in developmental activities; and (ii) to allow students to demonstrate deep learning in relation to critical insight into management theory and research in the subject area.

- a report in which students provide evidence of participation in and personal reflection on individual self-development and team-based development activities - 1500 words (40%)
- an extended essay - 3000 words (60%)

### Preliminary Reading

- Buelens, M. et al (2011), Organisational Behaviour, 4th ed. Maidenhead: McGraw Hill
- Caproni, P.J. (2005), Management Skills for Everyday Life: The Practical Coach, Harlow: Pearson/Prentice Hall
- Gray, R (2004), How People Work. A Field Guide to People and Performance, Harlow: Pearson/Prentice Hall
- Marchington, M. and Wilkinson, A. (2008) Human Resource Management at Work: People management and development, London: CIPD
- Pucik, V., et al., (2008), People Strategies for Global Firms, Abingdon: Routledge
- Purcell, J. et al., (2009), People Management & Performance, Abingdon: Routledge
- Stone, D. and Stone-Romero, E. (2007), The Influence of Culture on Human Resource Management Processes and Practices, Abingdon: Routledge
- Rayner, C & Adam-Smith (2005) Managing & Leading People. London: CIPD
- Yukl, G. (2010), Leadership in Organizations, Harlow: Pearson

### Pre-requisites

CB5011 - Human Resource Management

### Synopsis \*

The module aims to develop critical appreciation of the management activities and leadership skills required in dynamic organisations operating in both national and international contexts. Current theory and research on the role which appropriate leadership behaviours can play in improving managerial and organisational effectiveness is explored. In addition a core feature of the module is student engagement in a range of individual and group development activities and their subsequent self-reflection on their progress and ongoing development needs. In doing so the module aims to develop self-awareness and emotional intelligence in the practice of management, as well as promoting the importance of personal strategies relating to career management, and individual leadership behaviour.

Areas to be covered will include:

- Review of Management Activities and Roles: Planning and decision making, organising and resourcing, controlling and accountability including performance management responsibilities.
- Leadership v Management: Consideration of the differences in these roles within organisations.
- Development of Leadership Theories: From transactional to ethical, authentic and transformational leadership approaches and models of 'leaderful' practice.
- Strategic leadership: Business values, organisational culture(s) and business ethics.
- Leadership in Different Cultures: International perspectives on leadership behaviour and effectiveness; communicating across cultures.
- Managing Self: Self-concept; impression management, networking; organisational power and politics; career development strategies.
- Managing & Influencing Others: Emotional intelligence, assertiveness, ethical power and influence strategies, delegation, empowerment and trust.
- Managing & Leading Teams: Creating high performance teams; team roles; stages of group formation/team life cycle; team building.

<b>CB6004 Employee Performance Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Maxwell-Cole Mr A

### Contact Hours

Lectures/seminars: 21 hours

Private study: 129 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 evaluate frameworks and models relevant to performance management
- 2 critique performance management processes
- 3 critically analyse a range of approaches to obtain effective employee and organisational performance
- 4 analyse strategies for managing problems of employee under-performance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 demonstrate confidence in identifying and defining complex problems
- 2 engage effectively in both oral and written communication activities
- 3 effectively work independently and within groups
- 4 select and manage information using appropriate research skills
- 5 demonstrate critical thinking through reflection

### Method of Assessment

100% coursework:

Group presentation (20%)

Individual reflective report - 500 words (10%)

Individual essay - 3000 words (70%)

### Preliminary Reading

Aguinis H (2008) Performance Management, 2nd Ed., New Jersey, USA: Prentice Hall,

Armstrong, M & Baron, A. (2005) Managing Performance: Performance Management in Action, London: CIPD

Bach, S (ed.) (2005), Managing Human Resources, 4th Ed., Oxford: Blackwell

Houldsworth, E & Dilum, J (2007), Managing and Measuring Employee Performance, London: Kogan Page

Leopold, J & Harris, L (2009). The Strategic Managing of Human Resources, London: Pearson

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

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

Cambridge: Cambridge University Press.

Taylor, S (2008), People Resourcing, 4th Ed, London: CIPD

Thorpe, R and Holloway, J.U. (eds), (2008), Performance Management: Multi-disciplinary Perspectives, New York: Palgrave MacMillan

Varma, A et al, (2008), Performance Management Systems: A Global Perspective, Abingdon: Routledge

Watkins, R and Leigh, D (2010), Handbook of improving Performance in the Workplace, Volumes 1-3, San Francisco: John Wiley & Sons

### Pre-requisites

CB5011 Human Resource Management

### Synopsis \*

This module focusses on performance management activities undertaken by both line managers and functional HR managers in organisations in a variety of contexts (such as private, public and voluntary sector) and geographical settings (domestic and international). The aim of the module is to analyse organisational processes and practices pertaining to the optimisation of employee performance and managing related aspects of the employment relationship. Underpinning theories/principles related to this module arise mainly from psychology and organisational behaviour origins, and will include critiques from a variety of appropriate perspectives such as ethical, unitarist, pluralist, and labour process perspectives. A key aspect of the module is to develop students' conceptual and practical skills in managing employee performance.

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<b>CB6005 International Business: Theoretical Insights</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Stoian Dr C

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 23

Private Study Hours: 127

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Evaluate key theories explaining the core issues in international business
- Apply key theories in understanding historical and contemporary issues in international business and apply them to practice
- Evaluate alternative explanations for core phenomena in international business
- Analyse why firms engage in international operations from a theoretical perspective
- Analyse the growth and decline of multinational operations over time, accounting for the role of the environment
- Evaluate key studies in international business and understand the gaps in the international business literature

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Present a logical case/argument
- Plan work, study independently and use relevant resources
- Structure and develop appropriate and effective communications, critically and self-critically, orally and in writing
- Receive and use criticism and advice so as to learn from others
- Produce work in appropriate formats, demonstrating an understanding of academic conventions
- Inform decision making by theoretical developments
- Conduct a rigorous literature review in the field of International Business

### Method of Assessment

Main assessment:

Literature Review 3,000 words (40%)

Examination, 2 hours (60%)

Reassessment method:

100% Exam

### Preliminary Reading

Ball, D.A. and McCulloch W.H. (2012) *International Business: The Challenge of Global Competition*, 13th Edition, Irwin/McGraw-Hill, London

Buckley, P. and Casson, M. (2002). *The Future of the Multinational Enterprise*, Palgrave: Basingstoke

Daniels, J.D., Radebaugh, L.D. and Sullivan, D. (2015) *International Business: Environments and Operations*, 15th Edition, Pearson Education Limited: Harlow, UK.

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

Ghoshal, S. and Westney, D. E. (2005) *Organization Theory and the Multinational Corporation*, 2nd edition, Palgrave: Basingstoke

### Pre-requisites

CB343 Global Business Environment

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module provides a critical introduction to the main theories and debates in International Business and uses these theoretical lenses to explain core phenomena in international business.

- Explaining international economic transactions (trade theories, national competitiveness)
- Explaining the existence of MNEs (internalisation theory, eclectic theory, monopolistic advantages)
- Explaining the coevolution of environment and MNEs (institutional theory, resource dependence theory, evolutionary theory, investment development path, product life cycle theory)
- Explaining the growth and decline of MNEs (stages model, market entry/expansion modes)



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB6006</b>		<b>Business and Employment Law</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

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

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the English Legal System and the impact of European Union Law in the UK
- Understand and critically evaluate the legal concepts and principles of law relating to the obligations that can arise between parties in a business relationship.
- Apply detailed knowledge and understanding of the legal structure governing business organisations.
- Demonstrate an in-depth understanding of the main laws governing the employment of staff.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise complex information and apply multi-faceted concepts to business situations, paying careful attention to detail.
- Apply enhanced problem-solving skills to analyse and resolve issues that arise in the course of carrying out business.
- Develop an enhanced ability to structure and formulate reasoned and persuasive arguments, and defend a position effectively both orally and in writing.
- Carry out independent research to deepen understanding.

### Method of Assessment

Main assessment methods:  
 Research Topic Essay (2,500 words) (40%)  
 Examination, 2 hours (60%)

Reassessment method:  
 Like-for-like

### Preliminary Reading

Core textbook:  
 MacIntyre, E. (2018) Business Law. 9th edn. London: Pearson

Recommended reading:

Adams, A. (2018) Law for Business Students. 10th edn. London: Pearson  
 Horsey, K and Rackley, E. (2017) Tort Law. 5th edn. Oxford: Oxford University Press  
 Wild, C. and Weinstein, S. (2019) Smith and Keenan's Company Law. 18th edn. London: Pearson  
 Roach, L. (2016) Card and James' Business Law. 4th edn. Oxford: Oxford University Press

### Pre-requisites

None

### Restrictions

This module is not open to single or joint honours Law students

### Synopsis \*

The law affects the commercial world in many ways. This module focuses on how businesses fulfil their legal obligations to customers, suppliers and their workforce. As well as exploring how businesses are structured and the duties on directors and partners it also considers the legal obligations individuals and organisations have over those to whom they have a duty of care. The module further covers the main laws governing the employment of staff and contractors. By applying the law to real-world business situations students are able to fine-tune their problem solving skills and their ability to construct well-reasoned and persuasive arguments.

Indicative topics are:

- The English Legal System, Legal Process, Dispute Resolution and the impact of European Union Law in the UK;
- Law of Negligence – including general principles and negligent mis-statement
- Law of Business Organisations - classification of business organisations; main principles applying to general and limited liability partnerships and registered companies, and directors' duties
- Employment Law - the general scope of the legal obligations owed by employers to employees, including the employment contract, discrimination and dismissal

<b>CB602</b>		<b>Digital Marketing Applications</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Laffey Dr D

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate both knowledge and understanding of the regulatory and societal challenges faced in the digital marketing arena
- demonstrate a critical appreciation of the range of tools that support digital marketing and how they can be integrated
- demonstrate a critical awareness of the key issues in customer acquisition & loyalty in digital marketing
- critically assess the unique characteristics of digital products and how they are marketed
- demonstrate understanding of the implementation issues involved in digital marketing and the uncertainty involved
- critically appraise the role of social media marketing and its limitations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently using relevant resources
- organise and present analysis as a considered viewpoint
- find, select, organise and synthesise complex information
- contribute effectively to organisational decision-making
- prepare for a career involving digital marketing
- work in interdisciplinary areas

### Method of Assessment

Main assessment methods:

Computer Exercise (20%)  
Individual Report – 800-1200 words (20%)  
Exam, 2 hours (60%)

Reassessment method:

Like for Like

### 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

CB370 Introduction to Marketing (formerly CB680)

### Restrictions

Not available as a 'wild' module.

Available to short-term/exchange students

### Synopsis \*

The module looks at how digital marketing applications can be used by modern organisations. The module considers the fundamental technologies that support digital marketing along with the regulatory and societal challenges that must be taken into account, for example, privacy and data protection. The methods available to attract customers through digital marketing are covered making a distinction between paid methods, such as sponsored search, and non-paid methods, such as an organisation's own social media assets. Issues around loyalty are considered especially in the context of falling search costs which enable customers to switch providers.

The unique nature of digital products, for example music downloads or video streaming, are outlined with the marketing challenges and opportunities this presents. The module stresses the importance of implementation, using applied examples, and the uncertainty involved.

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Total contact hours: 43  
 Private study hours: 257  
 Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the nature and characteristics of the European business environment; specifically the size and structure of European business and the dynamic PESTEL environment;
- examine the historical development of the European Union and analyse its political and institutional framework; specifically the scope and power of the governing institutions;
- 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;
- 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;
- 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.

On successfully completing the module students will be able to:

- research and present a formal seminar paper, as part of a small team, inclusive of visual aids and supporting handouts;
- solve business-related problems within a case-study framework;
- research and write a formal report on a European business development topic;
- demonstrate effective communication, orally and in writing, using a range of media which are widely used in business.
- conduct research into business and management issues, either individually or as part of a team

### Method of Assessment

Main assessment methods

Group Presentation (10%)  
 Individual Essay (3,000 words) (15%)  
 Individual Report (3,000 words) (15%)  
 Exam, 3 hours (60%).

Reassessment methods

Like-for-like

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Pre-requisites

None

### Restrictions

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

### 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.

CB611 Futures and Options Markets						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	Wang Dr H
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	Wang Dr H

### Contact Hours

Total contact hours: 65

Private study hours: 235

Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate knowledge and understanding of various financial derivative instruments and risk management techniques in the context of International Investment Banking;
- demonstrate knowledge and understanding of the application of appropriate financial techniques that are used to value financial derivatives
- demonstrate knowledge and understanding of concepts and principles under which financial derivative instruments are traded;
- use subject knowledge to analyse the problem and provide a reasoned response to that problem in the context of risk management;
- compare and contrast alternative risk management strategies;
- prepare appropriate diagrams to reflect various trading strategies, binomial trees, etc;
- analyse risk management techniques using financial derivative instruments;
- use financial derivative instruments to implement risk management strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 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;
- use information technology to acquire, analyse, and communicate effectively.

### Method of Assessment

Main assessment methods:

In-Course Test 1 (10%)

In-Course Test 2 (10%)

In-Course Test 3 (10%)

Examination, 3 hour (70%)

Reassessment method:

100% exam

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

Fundamentals of Futures and Options Markets, 7th Edition, by Hull, J., Pearson Education, London.

Principles of Corporate Finance (Global Edition), 9th Edition-2008, by Brealey, Myers, and Allen. Chapters 20, 21, 27, and 28, McGraw Hill.

### Pre-requisites

AC523 Principles of Finance (formerly AC508)

### Restrictions

Available to short-term/exchange students

### 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.

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<b>CB612 New Enterprise Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Park Dr S

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- develop a viable business plan for establishing a new business venture or introducing innovation (e.g. new product/ service/ process/ business / project development) in an established organisation.
- discover and/or create opportunities to generate value to potential customers.
- conduct research necessary to gain in-depth knowledge required to develop a business plan.
- devise a marketing plan to generate value to customers.
- design a plan to operationalise a business model.
- develop an effective financial plan for a business and evaluate its viability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- understand the specific skills required to successfully establish and operate a new enterprise, project or business unit etc.
- cooperate with others in the acquisition, development and application of useful information.
- communicate effectively using appropriate media.
- organise own time and effort to use available resources efficiently.

### Method of Assessment

Main assessment methods:

Group Report (1,500 words) (30%)  
Individual Report (3,000 words) (70%)

Reassessment method:

100% coursework

### Preliminary Reading

Burns P. (2014). *New venture creation: a framework for entrepreneurial start-ups*, Basingstoke, Hampshire: Palgrave Macmillan.

Grant R.M., (2016). *Contemporary strategy analysis*, Chichester, West Sussex: Wiley.

Osterwalder A., Pigneur Y. and Clark T. (2010) *Business model generation: a handbook for visionaries, game changers, and challengers*, Hoboken, New Jersey: John Wiley & Sons.

Williams S. (2016). *The Financial Times guide to business start up 2016*, Harlow, England: Pearson

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module is designed to provide students across the university with access to knowledge, skill development and training in the field of entrepreneurship with a special emphasis on developing a business plan in order to exploit identified opportunities. Hence, the module will be of value for students who aspire to establishing their own business and/or introducing innovation through new product, service, process, project or business development in an established organisation. The module complements students' final year projects in Computing, Law, Biosciences, Electronics, Multimedia, and Drama etc.

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<b>CB613</b>		<b>Entrepreneurship</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Saridakis Prof G

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic understanding of the pathways for becoming an entrepreneur in a wide array of settings including large organisation, start-ups, universities, government, intermediaries and society;
- critically evaluate – by making use of scholarly reviews and primary sources – the processes and organisational forms involved in co-creating value to solve complex challenges in collaboration with different types of entrepreneurs;
- deploy accurately established knowledge and techniques of analysis and enquiry to manage innovation entrepreneurially in a knowledge based economy;
- develop an entrepreneurial mind-set by understanding and applying key debates in the areas of entrepreneurial opportunity, motivation, marketing and finance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work in interdisciplinary areas relating theories from different subjects;
- self-manage their learning;
- communicate effectively through oral presentations and written documents;
- work with others efficiently and effectively;
- apply numeracy and IT skills appropriately.

### Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Group Report (2000 words) (20%)
- Examination, 2 hours (60%)

Reassessment method:

100% exam

### Preliminary Reading

- Aal, K., L. Di Pietro, B. Edvardsson, M. F. Renzi, and R. Guglielmetti Mugion. (2016). Innovation in service ecosystems: an empirical study of the integration of values, brands, service systems and experience rooms. *Journal of Service Management* 27(4):619–651.
- Nätti, S., S. Pekkarinen, A. Hartikka, and T. Holappa. (2014). The intermediary role in value co-creation within a triadic business service relationship. *Industrial Marketing Management* 43(6):977–984.
- Parhankangas, A., and M. Ehrlich. (2014). How entrepreneurs seduce business angels: An impression management approach. *Journal of Business Venturing* 29(4):543–564.
- Perks, H., Gruber, T. & Edvardsson, B. (2012). Co-creation in radical service innovation: A systematic analysis of microlevel processes. *Journal of Product Innovation Management*, 29(6), 935–951.
- Ramaswamy, V., and F. Gouillart. (2010). Building the co-creative enterprise. *Harvard Business Review* 88(10):100–109.
- Sarasvathy, S.D. et al. (2010). Three Views of Entrepreneurial Opportunity. In *Handbook of Entrepreneurship Research. An Interdisciplinary Survey and Introduction*. pp. 77–96.
- Shane, S. and Venkataraman, S., (2000). The Promise of Entrepreneurship as a Field of Research. *The Academy of Management Review* 25, (1), 217 - 226

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module facilitates the development of an entrepreneurial mind-set, and equips students with necessary cutting-edge knowledge and skills vital for generating value in a knowledge based economy. The curriculum will include the following areas of study:

- Broader application of entrepreneurship
- Co-creation as a new form of generating value in an innovation ecosystem.
- Managing innovation entrepreneurially
- Entrepreneurial opportunity
- Entrepreneurial Motivation
- Entrepreneurial Marketing
- Entrepreneurial Finance – Finance fuels entrepreneurship.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study 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

Main assessment methods:  
Examination, 2 hours (60%)  
Essay (3000 words) (40%)

Reassessment method:  
Like for Like

### Preliminary Reading

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.

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.

### Pre-requisites

CB312 - Introduction to Management

### Restrictions

Not available as a 'wild' module. Available only to Business students. Available to short-term/exchange students



## 2019-20 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.

Indicative topics are:

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

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- explain what is unique about the business context 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 environment (such as trade barriers, political and social) in 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
- apply their ability to explore the relationship between risk and reward in the development of strategies in an uncertain emerging market environment
- develop a written report (business plan) supported by an oral presentation to evaluate the appropriateness of establishing a venture in an emerging market using various tools and techniques

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 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 study
- 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Method of Assessment

Main assessment methods

Individual report (2,500 words) (20%)

Presentation (20%)

Examination, 2 hour (60%)

Reassessment method:

Like for Like

### Preliminary Reading

Core Textbook:

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

Supplementary Textbooks:

Ciravegna, L., Fitzgerald, R. and Kundu, S.K. (2014) Operating in Emerging Markets: A Guide to Management and Strategy in the New International Economy. Upper Saddle River, NJ: FT Press

Khanna, T. and Palepu, K.G. (2010) Winning in Emerging Markets: A Road Map for Strategy and Execution, Boston, Mass, Harvard Business Press

Merchant, H. (2015). Competing in Emerging Markets: Cases and Readings, 2nd edition. New York: Routledge

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### Synopsis \*

The emphasis of the module is in providing students with sound theoretical and empirical foundations for analysing foreign firm strategic behaviour when developing their interests within emerging economies. Applications focus on recent developments in the economies of Central and Eastern Europe, China, Russia, Brazil, Mexico, Central and South East Asia, etc.

This module probes into the workings of strategies and subsidiary operations of firms in these economies, and provides students with a better understanding of the fundamental issues in strategy and subsidiary operations confronted by foreign firms competing in these newly opened and dynamic markets. With this orientation, you will gain insight into how the vagaries of emerging market institutions are challenging and contest subsidiary business development.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB674 International Business: A Strategic Perspective</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	Puthusserry Dr P
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	Puthusserry Dr P

### Contact Hours

Total contact hours: 43  
Private study hours: 257  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- systematically understand and examine advanced theories, tools and concepts in the field of study 'global strategic management' given the uncertainty of the global business environment;
- accurately deploy established techniques of analysis and enquiry within the discipline of 'global strategic management';
- demonstrate conceptual understanding of an internationalisation strategy by engaging with arguments and ideas which are at the forefront of the 'global strategic' management discipline;
- critically evaluate abstract concepts and data, to make judgements about business functions such as finance, production, marketing, supply-chain, sourcing, innovation within the context of a multinational organisation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- comment upon particular aspects of current research, or equivalent advanced scholarship in the social sciences discipline;
- develop skills to critically analyse material by applying methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- demonstrate an ability to plan work, study independently using relevant learning resources;
- communicate effectively to different audiences using appropriate media, frameworks and style;
- develop skills necessary to work effectively in teams and take shared responsibility in groups

### Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Individual Report (2,500-3,000 words) (20%)
- Examination, 3 hour (60%)

Reassessment method:

Like for Like

### Preliminary Reading

Bartlett, C. A. and Beamish P.W. (2014) *Transnational Management: Texts, Cases and Readings in Cross-Border Management*, Hoboken, NJ: McGraw Hill Education

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

Frynas, J.G. & Mellahi, K. (2014) *Global Strategic Management*, 3rd edition, Oxford: Oxford University Press

Gooderham, P.N., Groggaard, B., Nordhaug, O. (2013) *International Management – Theory and Practice*, Cheltenham: Edward Elgar Publishing Limited

Lasserre, P. (2012) *Global Strategic Management*, 3rd edition, London: Palgrave Macmillan

Rugman, A.M. (eds.) (2009) *The Oxford Handbook of International Business*, 2nd edition, Oxford: Oxford University Press

### Pre-requisites

CB739 – International Business I, CB749 – International Business II

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module examines the issues of global strategic management through the analysis of core strategic imperatives, organisational challenges and managerial implications within the context of a multinational organisation (MNE). This module systematically evaluates different approaches to the internationalisation strategies MNEs undertake and the functional and operational aspects (e.g. finance, value chain management, innovation management, HR management, etc.) these strategies impact on. Furthermore, this module assesses issues such as global management of change, global risk management, global management of corporate social responsibilities, withdrawal and divestment strategies.

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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	Sengupta Dr A
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Sengupta Dr A

### Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 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

Main assessment methods:

Group VLE Task 1 (10%)

Group VLE Task 2 (20%)

Examination, 3 hours (70%).

Reassessment method:

100% exam.

### Preliminary Reading

Core text:

Witcher, B.J. & Chau, V.S. (2014), *Strategic Management: Principles and Practice*, 2nd edn. Andover: Cengage Learning

or

Thompson, A.A, Strickland, A.J., Gamble, J.E., Peteraf, M.A., Janes, A. and Sutton, C. (2013), *Crafting and Executing Strategy: The Quest for Competitive Advantage*, London: McGraw-Hill Education

Lampel, J., Mintzberg, H., Quinn, J.B. and Ghoshal, S. (2014). *The Strategy Process: Concepts, Contexts, Cases*. 5th edn. London: Pearson Education

### Pre-requisites

None

### Restrictions

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

Available to short-term/exchange students

### Synopsis \*

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

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<b>CB677 Financial Management for Decision Making and Control</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Madini Dr P

### Contact Hours

Total contact hours: 32  
Private study hours: 118  
Total study hours: 150

### Learning Outcomes

- Demonstrate an in-depth knowledge of accounting and control systems that businesses use for making managerial decisions.
- Evaluate the function and range of financial controls managers use for making profit planning decisions.
- Develop a business plan that integrates strategic and marketing considerations with financial objectives and analysis.
- Use accounting and control tools to assess business performance, provide feedback and give recommendations for improvements.
- Understand the sources and availability of finance, set financial controls and make capital investment decisions.
- Use accounting and control tools for corporate social responsibility strategy implementation and sustainable business performance achievement.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate problem-solving abilities
- Demonstrate decision making skills
- Structure and critically analyse information from a variety of sources
- Write coherently and provide recommendations for making managerial decisions
- Plan work, manage time and study independently

### Method of Assessment

Main assessment methods:

- In-Course Test (20%)
- VLE MCQ (20%)
- Individual report (3,000 words) (60%).

Reassessment method:

100% coursework.

### Preliminary Reading

Core text:

Seal, W. (2011) Management Accounting for business decisions, 1st edition. London: McGraw Hill.

Suggested reading:

Drury C. (2013) Management Accounting for business, 5th edition. London: Cengage Learning.

### Pre-requisites

BUSN3690 or BUSN6750 Financial Accounting, Reporting & Analysis

### Restrictions

Not available as a 'wild' module. Available only to Business students. Available to short-term/exchange students

### Synopsis \*

The aim of this module is to provide students with in-depth knowledge about the accounting and control systems businesses use for making managerial decisions. In particular, the module focuses on profit planning decisions and it gives students a thoughtful understanding of the functioning and range of financial controls managers use for making profit planning decisions, related to both the business as a whole and its segments. Students are expected to conduct a management project: they will prepare a business plan that takes into account strategic, marketing and financial aspects. The module also enables students to know how to use accounting and control tools to assess business performance, provide feedback and give recommendations for improvements aimed to create more socially responsible and sustainable businesses. As such, this module is core to the degree program, because it gives an introduction to three key areas: managerial decision making, performance management and organisational financial management.

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<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	Mohammed Dr S

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand advanced theories of management;
- critically evaluate contemporary management practices and organisation structures;
- critically assess managerial responses to contemporary organisational challenges such as globalisation and sustainable development;
- understand the relevance of critical management studies to our knowledge of management and organisations;
- explore the power of contemporary managers and the organisations they run.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- critically assess and evaluate the impact of contemporary phenomena such as globalization or environmental concerns on management and organisations;
- demonstrate developed analytical skills by connecting advanced theories of management to contemporary management situations and concerns;
- demonstrate enhanced oral communication skills;
- demonstrate enhanced ability to write coherently and critically;
- demonstrate enhanced ability to draw on social science concepts and theories and to articulate complex arguments;
- operate and communicate effectively within a group working on a complex issue and contribute to group decision-making.

### Method of Assessment

Main assessment methods:

Examination, 2 hours (60%)  
In-Course Timed Essay (800 words) (20%)  
Group Presentation (20%)

Reassessment method:

100% exam

### Preliminary Reading

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

### Pre-requisites

CB312 Introduction to Management

### Restrictions

Not available as a 'wild' module. Available to short-term/exchange students

### 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

## 2019-20 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	Al-Tabbaa Dr O
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

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

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the implications of different organisational and environmental contexts for the successful implementation of strategy
- use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business
- propose a future strategy for the organisation/business and provide an implementation plan
- appreciate the effects of complexity and uncertainty on strategy formation / implementation
- assess alternative theories and incorporate theoretical developments into strategic analysis, thereby linking theory and practice
- 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:

- plan and work to a schedule and deliver output in a timely fashion
- select, organise and synthesise complex information from a variety of sources, including company data
- draw on concepts, theories and frameworks from a range of contexts to analyse situations, identify problems and formulate solutions
- communicate effectively within a group and organisational context and contribute to group and organisational decision-making
- demonstrate interpersonal skills for interacting in groups and small teams
- write coherently and effectively / persuasively
- communicate to different audiences using appropriate media and style

### Method of Assessment

Main assessment methods:

- Group Poster (33%)
- Individual Report (1500 words) (33%)
- Take Home Exercise (2000 words) (34%)

Reassessment method:

100% coursework.

### Preliminary Reading

Bethell, E. & Milsom, C. (2014), Posters and Presentations, Basingstoke: Palgrave Macmillan  
Cummings, S. & Angwin, D. (2015), Strategy Builder, Chichester: Wiley  
Grant, R. (2016), Contemporary Strategy Analysis, 9th edition, Oxford: Blackwell  
Macintosh, R. & MacLean, D. (2015). Strategic Management: Strategists at Work, London: Palgrave

### Pre-requisites

BUSN6760 Strategy Analysis and Tools

### Restrictions

Stage 3 Only. Available to short-term/exchange students.

### Synopsis \*

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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### 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. Available to short-term/exchange students.



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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

<b>CB683</b>		<b>Marketing Strategy</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### 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%

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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

CB370 Introduction to Marketing (Canterbury) (formerly CB680)

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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 (KBS)
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

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

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate the theory of HRM and its links with organisational theory.
- critically evaluate the strategic importance of human resource management.
- understand the links between strategic human resource management and business strategy.
- critically assess the role and impact of strategic HRM in the performance of organisations.
- understand performance outcomes associated with different forms of strategic HRM.
- assess the strategic contribution of employee participation and involvement to strategic HRM and organisational performance.
- evaluate the process of HRM in relation to size and sectoral contexts

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate enhanced analytical skills by linking theoretical perspectives to contemporary organisational situations
- work independently and manage their time effectively
- demonstrate effective communication skills

### Method of Assessment

Main assessment methods:  
Group presentation (20%)  
Examination, 2 hours (80%)

Reassessment method:

Like for Like

### Preliminary Reading

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. and Syed, J. (2012) Human Resource Management in a Global Context. Basingstoke: Palgrave MacMillan.

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

### Pre-requisites

CB681 Managing Human Resources in Contemporary Organisations/CB5011 Human Resource Management

### Restrictions

Available to short-term/exchange 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.

Topics of study are:

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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB688</b>		<b>Decision Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	O'Hanley Prof J
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	O'Hanley Prof J
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	O'Hanley Prof J

### Contact Hours

Total contact hours: 21  
 Private study hours: 129  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- recognise the inherent difficulties involved in making decisions characterised by complexity and uncertainty
- identify alternatives together with their associated uncertainties and payoffs.
- systematically structure, analyse and solve realistic problems using decision analysis methods
- incorporate a decision maker's risk attitude into the selection of a preferred alternative.
- demonstrate techniques for assessing the value of information.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- deconstruct complex problems
- apply analytical and numerical skills to identify appropriate solutions
- present their findings in a clear and structured manner
- plan work and study independently using relevant resources

### Method of Assessment

Main assessment methods:

In-Course Test 1, 45 minutes (20%)  
 In-Course Test 2, 45 minutes (20%)  
 Examination, 2 hours (60%).

Reassessment method:

100% examination.

### Preliminary Reading

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

Goodwin, P. and Wright, G. (2009) *Decision Analysis for Management Judgment* (4th Ed.), Chichester: Wiley

Hillier, F.S. and Lieberman G.J. (2015), *Introduction to Operations Research* (10th Ed.), Boston; McGraw-Hill

Howard, R.A. and Abbas, A.E. (2015) *Foundations of Decision Analysis*. Harlow: Prentice Hall.

Skinner, D (2009), *Introduction to Decision Analysis* (3rd Ed.), Gainsville: Probabilistic Publishing

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

### Pre-requisites

CB313 Intro to Stats for Business or equivalent

### Restrictions

Available to short-term/exchange students

### 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 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 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.
- 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate enhanced ability to self-manage.
- Demonstrate enhanced ability to work with others.
- Demonstrate enhanced ability to work in interdisciplinary areas.
- Demonstrate enhanced ability to address practical new product marketing problems with a focus on identifying and interpreting analytical information.
- Communicate effectively, particularly as a group.

### Method of Assessment

Main assessment methods:

Group Report (3000 words) (40%)

Examination, 2 hours (60%)

Reassessment method:

Like for Like

### Preliminary Reading

Core text:

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

Suggested 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.

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### 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. Indicative topics are:

- 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB697 Managing People and Teams</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Howard Mr R

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Organise and present an analysis as a considered viewpoint.
- Find, select and synthesise complex information.
- Contribute effectively to organisational decision making.
- Communicate with; work effectively within, and present as a group.

### Method of Assessment

Main assessment methods:

Individual Essay – Literature Review (3000 words) (80%)  
Group Presentation (20%)

Reassessment methods:

100% coursework

### Preliminary Reading

Core textbook:

Mullins, L. (2013) Management and Organisational Behaviour. 10th edn. Harlow: Pearson

Further indicative readings:

Buchanan, D., and Huczynski, A., (2013) Organizational Behaviour. 8th edn. Harlow: Prentice Hall  
Clegg, S. et al. (2011) Managing and Organizations: An Introduction to Theory and Practice. 3rd edn. London: Sage  
Fincham, R. and Rhodes, P. (2005) Principles of Organizational Behaviour. 4th edn. Oxford: Oxford University Press  
Knights, D., & Willmott, H., (2012) Introducing Organizational Behaviour and Management, 2nd edn. London: Thomson Learning  
Watson, T. (2006) Organising and Managing Work. 2nd edn. Harlow: Pearson

### Pre-requisites

CB366 Management Principles

### Restrictions

BA (Hons) Business & Management and associated programmes  
BA (Hons) Event & Experience Management

### 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.

Indicative topics are:

- Groups and teams
- Motivation in the workplace
- Communication theory and practice
- Power and control
- Job design
- Flexible working practices
- Diversity in the workplace
- Managing learning
- Managing change

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB698 Business Placement Report</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	
2	Canterbury	Whole Year	H	30 (15)	100% Project	Kemp Mrs D
2	Medway	Whole Year	H	30 (15)	100% Project	

### Contact Hours

Total contact hours: 0 hours  
 Work Placement or Business Start-Up: 300  
 Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate practical knowledge and understanding of successful business.
- 8.2 Demonstrate knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the industry context.
- 8.3 Apply some of the intellectual skills specified for the main programme in practice.
- 8.4 Analyse and draw reasoned conclusions about management problems and relatively complex situations working in business setting.
- 8.5 Apply some of the subject-specific skills specified for the required core in practice.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Identify and make effective use of information from various sources to assess ideas.
- 9.2 Be an effective self-manager of time, to plan and deliver required outputs effectively.
- 9.3 Communicate effectively orally and in writing, using media appropriate to the purpose;
- 9.4 Critically apply numeracy, analytical, quantitative IT skills to evaluate business issues and problems.

### Method of Assessment

13.1 Main assessment methods

Business Project Report (5000 -7000 words) (100%)

13.2 Reassessment methods

Reassessment Instrument: 100% Project

### Preliminary Reading

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education, Upper Saddle River, NJ: Prentice Hall  
 Cottrell, S. (2003) Skills for Success: The Personal Development Planning Handbook, London: Palgrave Macmillan  
 Rock, S. (2016). Work Experience, Placements and Internships. London: MacMillan  
 Seely, J. (2002) Writing Reports, Oxford: Oxford University Press  
 Sharp, J.A, Peters, J & Howard, K (2002), The Management of a Student Research Project (3rd edn.), Abingdon: Gower

### Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry.  
 Co-requisite: BUSN6990/BUSN6991 Year in Industry Experience

### Restrictions

Restricted to KBS degrees with a year in industry

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The Year in Industry to which the module relates provides a structured opportunity to combine appropriate developmental work experience or entrepreneurial activity with academic study. The Year in Industry experience allows students 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 their main programme. Where relevant, they develop, reinforce and apply professional and / or technical expertise in an employment or entrepreneurial context.

The ability to integrate this work based learning with the modules of Stages 1, 2 and 3 is a high level cognitive task. The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse Year in Industry situations make the "curriculum" of each Year in Industry unique. The unifying features, with which the project for this module is concerned are integration of theory and practice, and the development of the student as an independent learner and reflective practitioner.

This background is why the report for the module has to be linked to the Year in Industry portfolio.

The assembly, content and organisation of this activity are assessed in BUSN6990 Year in Industry Experience. This module assesses how effectively the student can use this to demonstrate integration of theory and practice, self-assessment of achieved learning and reflection on this.

<b>CB699 Business Placement Experience</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	90 (45)	Pass/Fail Only	
2	Canterbury	Whole Year	H	90 (45)	Pass/Fail Only	Kemp Mrs D
2	Medway	Whole Year	H	90 (45)	Pass/Fail Only	

### Contact Hours

Total contact hours: 0 hours

Work Placement or Business Start-Up: 900

Total study hours: 900

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate practical knowledge and understanding of successful business.
- 8.2 Demonstrate knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the industry context.
- 8.3 Apply some of the intellectual skills specified for the main programme in practice.
- 8.4 Analyse and draw reasoned conclusions about management problems and relatively complex situations working in business setting.
- 8.5 Apply some of the subject-specific skills specified for the required core in practice.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Identify and make effective use of information from various sources to assess ideas.
- 9.2 Be an effective self-manager of time, to plan and deliver required outputs effectively.
- 9.3 Communicate effectively orally and in writing, using media appropriate to the purpose;
- 9.4 Critically apply numeracy, analytical, quantitative IT skills to evaluate business issues and problems.

### Method of Assessment

13.1 Main assessment methods

This module is assessed on a Pass/Fail basis: Pass/Fail (100%).

Placement Portfolio including reports from the employer or ASPIRE whichever applicable.

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework (Pass/Fail)

### Preliminary Reading

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education. Upper Saddle River, NJ: Prentice Hall

Rock, S. (2016). Work Experience, Placements and Internships. London: MacMillan

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

### Pre-requisites

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

Co-requisite: BUSN6980/BUSN6981 Year in Industry Report

### Restrictions

Restricted to KBS degrees with a year in industry



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The Year in Industry experience provides you with a structured opportunity to combine work experience or entrepreneurial activity with academic study.

The Year in Industry allows students 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, students develop, reinforce and apply professional and/or technical expertise in an employment or entrepreneurial context. The placement portfolio requires students to document their experiences in relation to both their 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.

To be able to undertake this module it is necessary for the student to secure a placement or to have validated a Business Start-Up during Stage 2.

The Business Start-Up should build on the student's planned business activity as developed and validated by the ASPIRE Business Start-Up Journey.

The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse Year in Industry situations make the "curriculum" of the Year in Industry essentially unique.

This module documents and assesses the evidence of Year in Industry learning being achieved.

## 2019-20 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	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

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

### 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

CB330: Fundamentals of Financial Accounting, CB365: Economics for Business 1

### Synopsis \*

<B>Synopsis of the curriculum</B>

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

<LI>investment appraisal techniques under certainty and uncertainty

<LI>portfolio theory, CAPM, WACC and capital structure

<LI>the efficient market hypothesis

<LI>interaction of investment and financing decisions

<LI>decomposition of risk

<LI>options and pricing

<LI>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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB716</b>		<b>Product Design and Buying</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	H	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, 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

Group Presentation 40%  
Individual Report 60%

### Preliminary Reading

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

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

CB371 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB717 Retail Sales Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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.

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

### 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

Develop and apply selling skills

### Method of Assessment

Group Presentation 40%  
Individual essay (2,000 words) 60%

### Preliminary Reading

Core textbook:

Varley, R. and Rafiq, M. (2014) Principles of Retail Management. 2nd ed. London: Macmillan

Further reading:

Berman, B and Evans, J.R. (2013) Retail Management: A Strategic Approach. 11th ed. London: Prentice Hall  
Goworek, H. and McGoldrick, P. (2015) Retail Marketing, Principles and Practice. Harlow: Pearson  
Varley, R. (2005) Retail Product Management: Buying and Merchandising. 2nd ed. London: Routledge

Journals

Bucklin, Louis P. (1999), Assortment Planning, Journal of Retailing: Vol. 75. No.3

Retail Week

Other retail and trade magazines related to the topics to be studied

### Pre-requisites

CB371 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB720</b>		<b>Business Information Systems</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

The module employs two different modes in its approach to teaching and learning: lectures and seminars<BR><LI>Lectures x 11 hours<LI>Seminars x 10 hours<LI>Preparation for seminars x 20 hours<LI>Preparation for assignments x 36 hours<LI>Preparation for examination x 40 hours<LI>Independent study x 33 hours</LI><BR><B>Total hours x 150</B>

### 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 \*

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:
  - <LI>a. Enterprise Resource Planning Systems
  - <LI>b. Customer Relationship Management Systems
  - <LI>c. Knowledge Management Systems
  - <LI>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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB721		Merchandising and Sales Planning				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	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

8.1 Demonstrate a systematic understanding of the role of the merchandiser within a buying team and the corporate, legal and ethical influences on them.

8.2 Apply detailed knowledge of processes and calculations to manage financial sales targets, stock management, margins and promotions.

8.3 Understand and analyse ideas and techniques for effective range planning and cataloguing to maximise customer service and sales.

8.4 Critically assess the appropriate relationships with suppliers on a local and international scale.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Propose solutions to problems based on analysis and discussion/debate.

9.2 Develop and apply numerical skills.

9.3 Undertake independent and self-managed learning.

9.4 Develop and apply negotiations skills.

### Method of Assessment

Individual Report (2,000 words) 40%

Two hour, closed book examination 60%

### Preliminary Reading

Core textbook:

Varley, R. (2014) Retail Product Management: Buying and Merchandising. 2nd edn. London: Routledge

Clark, J. (2015) Fashion Retailing; Principles and Practice. London: Palgrave

Recommended Reading:

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

Varley, R. and Mohammed, R. (2014) Principles of Retailing. 2nd edn. London: Palgrave Macmillan

Diamond, J. and Pintel, G. (2007) Retail Buying. 8th edn. London: Prentice Hall

Journals:

Journal of the Institute of Purchasing and Supply

Retail Week

Retail and trade magazines related to particular product categories

### Pre-requisites

CB371 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>

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

One hour lecture and one hour seminar per week

Lectures: 11

Seminars: 10

Preparation for seminars: 35

Preparation for exam : 45

Independent study: 49

Total hours: 150

### 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

Examination (two-hour, closed book) 60%

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

Group PowerPoint Presentation 20%

### Preliminary Reading

#### Core texts

Harrison, A., Van Hoek, R. and Skipworth, H. (2014) Logistics Management and Strategy: Competing through the Supply Chain. 7th edn. London: FT Prentice Hall.

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

Slack, N., Brandon-Jones, A. and Johnston, R. (2013) Operations Management. 7th edn. London: FT Prentice Hall.

#### Additional texts

Christopher, M. (2011) Logistics and Supply Chain Management. 4th edn. London: Prentice Hall.

Mangan, J., Lalwani, C., Butcher, T. and Javadpour, R. (2011) Global Logistics and Supply Chain Management. 2nd edn. New Jersey: John Wiley & Sons.

Fernie, J. and Sparks, L. (2014) Logistics and Retail Management: Emerging Issues and New Challenges in the Retail Supply Chain. 4th edn. London: Kogan Page

#### Journals

International Journal of Operations & Production Management

International Journal of Production Economics

International Journal of Retail and Distribution Management

Journal of Operations Management

Journal of Supply Chain Management

Supply Chain Management: An International Journal

### Pre-requisites

CB367 Introduction to Data Analysis and Statistics for Business

### Synopsis

This module covers the key strategic and operational elements of distribution and supply chain management in the retail sector. The key topics include:

- An introduction to supply chain management
- Operations performance objectives
- Demand forecasting and capacity management
- Just-in-time inventory management
- Technology and e-supply chain management
- Managing supply chain relationships
- Purchasing and supply management
- Performance measurement

## 2019-20 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 or CB715: Business Financial Management

### 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

<b>CB725</b>		<b>Project Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	Badewi Dr A

### Contact Hours

The module will be taught by lectures, seminars, PC lab seminars and private study.

Total Contact Hours: 21

Private Study Hours: 129



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the importance of project management for efficient organisational performance, organisational development and business management.
- 8.2 Critically analyse and reflect upon different approaches to project management and established bodies of knowledge and best practice.
- 8.3 Evaluate and apply a range of established techniques in the field of project management to the execution of a project.
- 8.4 Understand and identify the knowledge and skills required for successful project management in organisations.
- 8.5 Demonstrate understanding, and use, of advanced scheduling and costing software applications

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate the ability to select and apply appropriate theory to practical situations and to understand contemporary challenges.
- 9.2 Read, understand and produce reports within the discipline.
- 9.3 Demonstrate initiative and personal responsibility in working and studying independently.
- 9.4 Demonstrate understanding of, and develop, planning skills using appropriate IT applications.

### Method of Assessment

Main assessment method:

100% coursework consisting of:

Moodle Test 1 - students will be permitted two attempts (both with randomised multiple-choice questions), being awarded the higher of the two marks: 20%

Moodle Test 2 – One attempt: 20%

Written Report – 3,000 words: 60%

Reassessment method:

Like-for-like: Students will be required to re-submit the individual report and re-take Moodle Test 2.

### Preliminary Reading

Core textbook:

Pinto, J.K. (2015). Project Management: Achieving Competitive Advantage (Global Edition). 4th edn. London: Pearson

Additional reading:

Larson, E.W. (2017). Project Management: the managerial process. 7th edn. New York: McGraw-Hill

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

### Pre-requisites

CB366: Management Principles

CB367: Introduction to Data Analysis and Statistics 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 module adopts the Project Management Institute (PMI) approach to delivering projects, and is structured as follows:

1. Introduction to Project Management
2. Scope Planning
3. Time Planning
4. Cost Planning
5. Risk Planning
6. Earned Value Management
7. Human Resources Management
8. Agile Project Management
9. Benefits Management

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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 Dr E

### Learning Outcomes

On completion of the module students should be able to:

- Knowledge and understanding of the context in which management accounting operates.
- Knowledge and understanding of the concepts which underpin management accounting
- Knowledge and understanding of the main current technical languages and practices of management accounting.
- Critically interpret, manipulate and evaluate financial data for use within the firm.
- Prepare financial statements for internal management purposes
- Critically analyse the operations of business and prepare financial projections.

### Method of Assessment

- 2 hour examination (70%)
- Group presentation (15%)
- In class test (15%)

### Pre-requisites

CB331 Fundamentals of Management Accounting

### Synopsis \*

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB729 Enterprise and Entrepreneurship</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	Tarrant Mrs S

### Contact Hours

Lectures 11  
Seminars 10  
Independent study 129

Total hours 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Create an innovative business venture (enterprise) and apply key areas of a business model to evaluate critically its potential viability and long-term sustainability.
- 8.2 Understand the barriers to start-up enterprise growth and success, and evaluate and apply a range of strategic decisions to maximise the viability of the innovative enterprise.
- 8.3 Develop a critical awareness of theories underlying the growth and development of enterprises and the stages of the entrepreneurial process.
- 8.4 Apply theory to practice by leveraging theoretical insights for the development of the innovative enterprise.

### Method of Assessment

Individual Enterprise Idea Summary Proposal (1,500 words) 20%  
Individual Enterprise Business Model Report (3,000 words) 60%  
Group Presentation 20%

### 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:

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

CB371 Marketing Principles

### Synopsis <span style =

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. 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; 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.
- 5) Differences in attitudes, objectives, skill requirements and business strategies between small and large firms.
- 6) Surviving the early stages of business development, including failure rates in new and small enterprises and barriers to growth and development.
- 7) The planning process for starting a new venture – including risks and liabilities; problems and pitfalls, and potential profit and success.
- 8) The protection of ideas and intellectual capital.
- 9) Funding a new enterprise, including via 'friends, family and fools', business angels and venture capitalists.
- 10) Enterprise in different contexts, including corporate enterprise, public sector enterprise and social enterprise.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB730</b>		<b>Intermediate Financial Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

### Learning Outcomes

On completion of the module students should be able to have achieved the:

- <li>Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared.</li>
- <li>Knowledge and understanding of the concepts which underpin financial reporting.</li>
- <li>Knowledge and understanding of the technical language and practices employed in the preparation of financial statements.</li>
- <li>Knowledge and understanding of the alternative technical languages and practices proposed for use in the preparation of financial statements to reflect changes in prices.</li>
- <li>Ability to make adjusting entries and produce financial statements in prescribed formats including sole traders, partnerships, clubs and Limited Companies</li>
- <li>Understanding of capital structures and how to interpret financial statements at a high level.</li>

### Method of Assessment

- <li>2 hour examination (70%)</li>
- <li>Unseen Computational In Class Test (15%)</li>
- <li>Individual Essay - 1000 words (15%)</li>

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB731</b>		<b>Strategy Theory and Practice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

### 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 **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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB732 Financial Regulations and Reporting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

### 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

<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	Mwiti Dr F

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- analyse the relationship between business and society over time
- 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
- compare and contrast different theoretical frameworks and paradigms, and apply to a range of contemporary challenges
- display knowledge of the relationship between ethical and sustainable management and organisational performance, behaviour, reporting and governance
- demonstrate analytical skills needed to develop, implement and assess sustainability frameworks in business practice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an ability to manage ethically
- generate solutions and address problems
- work with others
- present a logical case/argument
- let decision making be informed by analytical developments

### Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Moodle MCQ Test (20%)
- 2 hour examination (60%)

Reassessment method:

100% exam.

### Preliminary Reading

Crane, A and Matten, D (2016), Business Ethics: Managing corporate citizenship and sustainability in the age of globalization, 4th Edition, Oxford: Oxford University Press

Ferrell, O.C., Fraedrich, J. and Ferrell, L. (2017). Business Ethics: Ethical Decision Making and Cases. 11th Edn. Boston, MA: Cengage Learning

Nicholls, A., and Murdoch, A. (2012), Social Innovation: Blurring Boundaries to Reconfigure Markets London: Palgrave MacMillan

Stanwick, Peter, and Stanwick, Sarah (2014), Understanding Business Ethics London: Sage Publications

Well, G (2013), Sustainable Business: Theory practice for Business Under Sustainability Principles Northampton, MA: Edward Elgar Publishing Inc

Young, Scott T., and Dhanda, K. Kathy (2013), Sustainability – Essentials for Business London: Sage Publications

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB734</b>		<b>Introduction to Social Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
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 definition and scope of social marketing.
- 11.2 Evaluate the contexts and institutions where social marketing is applied.
- 11.3 Understand the contribution of business ethics and marketing strategy to social marketing.
- 11.4 Critically understand the challenges of using marketing for social change.
- 11.5 Acknowledge what makes a social marketing strategy effective.
- 11.6 Assess and appreciate the difference between public and private social marketing programmes.

12. The intended generic learning outcomes

By the end of this module, students 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 with others people from different cultural backgrounds
- 12.4 Be able to identify and reconcile conflicting views and ethical perspectives
- 12.5 Be able to identify, analyse, and address both academic and practical problems
- 12.6 Be able to communicate effectively through oral and written presentations

### Method of Assessment

Examination – 2 hours, unseen 60%  
Group presentation 20%  
Online MCQ 20%

### Preliminary Reading

Andreasen, A. R. (2006) *Social Marketing in the 21st Century*. Thousand Oaks, CA: Sage Publications.

Eagle, L., Dahl, S., Hill, S. Bird, S. Spotswood, F. and Tapp, A. (2013) *Social Marketing*. Harlow (UK): Pearson

Hastings, G. (2007) *Social Marketing: Why Should the Devil Have All the Best Tunes?* Oxford (UK): Butterworth and Heinemann

Lee, N. R., and Kotler, P. (2011) *Social Marketing: Influencing Behaviours for Good*. 4th Edition, London (UK): Sage.

### Pre-requisites

CB680 Introduction to Marketing

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module will provide students with the tools to promote voluntary behaviour change. Specifically students taking this module will be able to identify health, environmental, social-economic related issues where behavioural changes can significantly impact present and future social outcomes. Over the course of the term the module will provide students with a toolbox to assess and affect behavioural change based around marketing principles and the "social marketing approach" This will cover basic issues in the design, implementation and evaluation of social marketing initiatives. Sessions in this module will cover:

- What is social marketing? Definitions and frameworks.
- What is the scope of social marketing? Topics and Themes.
- Who does social marketing? Topology of organizations involved I social marketing and how it affects programs.
- External barrier and drivers of social change.
- Who are we trying to change?
- What ethical issues emerge when we foster Identifying and characterizing the subjects of social marketing campaigns
- Designing and implementing social marketing programmes.
- Evaluating social marketing programs.



## 2019-20 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	Breitsohl Dr J

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate knowledge and understanding of brand taxonomy, including corporate reputation, product and service brand, and branding;
- understand brand positioning and values as well as associated issues;
- understand brand loyalty, brand equity and associated implications;
- demonstrate knowledge and understanding of how to plan and implement brand marketing programmes and to execute the crucial tasks in strategic branding;
- build a systematic understanding of how to measure and monitor brand performance and apply this knowledge in actual business situations;
- demonstrate critical awareness of issues related to growing and sustaining brand equity and systematically apply these in brand management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills
- exercise personal responsibility and decision-making
- work in interdisciplinary areas
- identify, analyse, and address both academic and practical problems
- communicate effectively through oral and written presentations

### Method of Assessment

Main assessment methods:

Individual report (1500 words) (30%)  
Examination, 2 hours (70%).

Reassessment method:

Like for Like

### 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)

### Pre-requisites

CB370 Introduction to Marketing (formerly CB680) pre-requisite and CB738 Buyer Behaviour - co requisite

### Restrictions

Available to short-term/exchange students

### 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

## 2019-20 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

CB370 Introduction to Marketing (formerly CB680)

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB737</b>		<b>Marketing Management Project</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	Chrysochoidis Prof G
1	Canterbury	Whole Year	H	30 (15)	100% Project	Chrysochoidis Prof G

### Contact Hours

Total contact hours: 20  
Private study hours: 280  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate marketing topic on which to write the report;
- integrate the key, concepts, theories and issues in marketing management;
- develop a further understanding of the role of marketing in the firm and the business environment;
- analyse the environment in different markets at both the micro and macro levels and investigate the strategic implications for a firm;
- critically evaluate and interpret information and data sources to inform marketing strategy;
- apply theory and concepts in marketing management to justify decisions and demonstrate critical thinking and analytical skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- self- manage;
- show initiative;
- work in interdisciplinary areas;
- frame questions to address problems;
- communicate information, ideas, problems and solutions effectively through oral and written presentations.

### Method of Assessment

Main assessment methods

Progress Report (10%)

Individual Presentation (10%)

Individual report (8000 - 10000 words) (80%)

Reassessment methods

Reassessment Instrument: 100% project

### Preliminary Reading

Core text:

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students*. 7th Edn. Harlow: Pearson

Other recommended texts:

Bazeley, P. and Jackson, K. (2013). *Qualitative Data Analysis with NVivo*. 2nd Edn. London: Sage.

Bryman, A., & Bell, E. (2015) *Business Research Methods*. 5th Edn. Oxford: Oxford University Press. Creswell, John, W. (2009). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage

Davies, M.B. (2007). *Doing a Successful Student Research Project using Qualitative or Quantitative Methods*. Basingstoke: Palgrave Macmillan

Gray, D. (2009). *Doing Research in the Real World*. London: Sage

Healey, J. F. (2015). *Statistics. A Tool for Social Research*. Stamford, CT: Cengage Learning

### Pre-requisites

BUSN3700 Introduction to Marketing.

Pass rate 55% in stage 2.

### Restrictions

Available to short-term/exchange students

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB738</b>		<b>Buyer Behaviour</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Breitsohl Dr J

### Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 demonstrate knowledge and understanding of the nature of consumer buying behaviour;
- 8.2 understand needs, wants, motivations, and effects on consumption behaviour;
- 8.3 understand the contributions that concepts (perception and attitude) and theories (attitude theories and learning theories) in psychology can make to modelling consumer behaviour;
- 8.4 demonstrate knowledge and understanding of the nature of organisational buying behaviour, including influential factors, types, and distinctive characteristics of organisational buying behaviour;
- 8.5 demonstrate understanding of how both consumers and organisations make purchasing decisions;
- 8.6 demonstrate critical awareness of the new tools and techniques for developing customer loyalty and generating customer insights.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 demonstrate self-management skills
- 9.2 exercise personal responsibility and decision-making
- 9.3 work with others including people from different culture background
- 9.4 work in interdisciplinary areas
- 9.5 identify, analyse, and address both academic and practical problems
- 9.6 communicate effectively through oral and written presentations

### Method of Assessment

13.1 Main assessment methods

Group Presentation (20%)

VLE Test - online (20%)

Examination, 2 hour (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% examination.

### 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, M.D. and Speh, T.W. (2013). B2B Marketing Management, 11th Edition, Independence, KY: South-Western Cengage Learning. (ISBN-13: 978-1-133-18956-5)

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

### Pre-requisites

CB370 Introduction to Marketing

### Restrictions

Available to short-term/exchange students

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

This module introduces students to core concepts and theories about decision-making, behaviour and consumption, including individual and organisational perspectives. It is based around understanding how purchase and consumption decision is made and the influential factors affect decision-making process and subsequent behaviours. This module will include:

Introduction to Buying behaviour – Buyer, User, and Consumer  
Decision Making Theories  
Needs, Wants, Motivation and Involvement  
Learning Theories and Perception  
Attitude Theories and Consumption  
Affect, Perceived Risk and Buying Behaviour  
Social Influence  
Segmentation, Targeting, and Positioning  
Organizational Buying Behaviour

## 2019-20 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	

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

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB742      Creating Your Own Enterprise</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Smith Mr A (35)

### 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:

- <ul>
- <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

CB371 Marketing Principles and CB330 Fundamentals of Financial Accounting

### Synopsis \*

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.

<b>CB744      Creativity, Innovation and Organisation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	I	15 (7.5)	100% Exam	Maxwell-Cole Mr A

**Contact Hours**

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

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the key concepts and theories of organisational behaviour, creativity and innovation
- understand the key elements and operation of organisations and the process of innovation;
- analyse the strengths and weaknesses of various organisational and innovation theories;
- apply these theories to practical issues associated with the management of creativity and innovation in organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently using relevant resources;
- appreciate the context in which management decisions are made, drawing on the scholarly and critical insights of the Social Sciences;
- appreciate and understand the relationships between the theories of behavioural science and the practical experiences of management and behaviour of people at work;
- use group working skills, including listening, responding to different points of view, negotiating outcomes, and planning and making a joint presentation;
- present a cogent argument orally, demonstrating good vocal skills which match the environment, and making use of appropriate presentational tools;
- retrieve information from a variety of resources.

**Method of Assessment**

Main assessment methods:

In-Course essay (20%)  
Group Presentation (20%)  
Examination, 2 hour (60%).

Reassessment method:

100% exam.

**Preliminary Reading**

Bilton, C. (2007). *Management and Creativity: From Creative Industries to Creative Management*, Oxford: Blackwell Publishing.

Christensen, C. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Boston: Harvard Business Review Press.

Cropley, D. (Ed.). (2010). *The Dark Side of Creativity*. Cambridge: Cambridge University Press

Csikszentmihalyi, M. (2013). *Creativity: The Psychology of Discovery & Invention*, Modern Classics Edition, New York: Harper Perennial.

Dawson, P., & Andriopoulos, C. (2014). *Managing Change, Creativity and Innovation*. London: Sage Publications.

Helfat, C. E., Finkelstein, S., Mitchell, W., Peteraf, M., Singh, H., Teece, D., & Winter, S. G. (2009).

*Dynamic Capabilities: Understanding Strategic Change in Organizations*. Chichester: John Wiley & Sons.

Sennett, R. (2012). *Together: The Rituals, Pleasures and Politics of Cooperation*. New Haven, London: Yale University Press.

Sennett, R. (2009). *The Craftsman*. London: Penguin Books.

Tidd, J., & Bessant, J. (2011). *Managing Innovation: Integrating Technological, Market and Organizational Change*. Chichester: John Wiley & Sons.

**Pre-requisites**

None

**Restrictions**

Available to short-term/exchange students



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The module aims to provide a critical understanding of the challenges of managing creativity and innovation within contemporary organisations. The experience of work and employment, management practices are affected by rapid technological change, intensifying global competition and changing demographic profiles and values of the work force. Contemporary organisations are pressurised to tackle these developments through creativity, innovation and new organisational forms. This module examines the nature, antecedents, processes and consequences of creativity and innovation and their complex links with organisation, while also exploring major social and technological changes relating these to organisational creativity and innovation. Students will be introduced to the main concepts and theories on creativity, innovation and organisation through readings and discussions of the main themes and debates in the field. Case studies will be used to illustrate how these concepts are connected together and how they could impact upon management decision making within contemporary organisations. Students will be encouraged to explore some of the most notable historical and contemporary shifts in media and technology and discover how new organisational forms and methods have been devised to exploit them. They will develop awareness for the cross-fertilisation between disciplines in analyzing the dynamics of creativity, innovation and organisation and their complex relationships.

Topics include:

- Conceptual foundations of creativity, innovation and organisation
- Personality and individual creativity
- Organisational creativity and innovation
- Cognition, knowledge and creativity
- Models and processes of innovation
- Organisational culture and systems for supporting creativity and innovation
- Leadership and entrepreneurship
- Creative organisations across fields/ industries
- Socio-technological change and new forms of organisation.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB746 Cross-Cultural Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Puthusserry Dr P
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- examine different approaches to study cross-cultural management at different levels of culture, in particular, at the level of national culture;
- demonstrate an in-depth knowledge of traditional and current approaches to study differences between cultures;
- examine the effects of cross-cultural differences in a range of managerial areas
- demonstrate critical awareness of the underlying assumptions and problems of traditional approaches to study differences between cultures;
- critically evaluate alternative approaches to study cultural differences and understand their practical relevance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- apply underlying concepts and principles to a variety of relevant contexts;
- draw on existing research to initiate and undertake critical analysis of new information, and to propose solutions to problems arising from that analysis;
- communicate information, arguments, and analysis, both orally and in writing
- work effectively and take shared responsibility in groups.

### Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Individual Reflective Report (2,000 words) (40%)
- Individual Essay (2,000 words) (40%)

Reassessment method:

100% coursework

### Preliminary Reading

Browaeys, M-J. & Price, R. (2013) Understanding Cross-cultural Management, 2nd edition, Upper Saddle River: Pearson Prentice Hall

Deresky, H. (2017). International Management: Managing Across Borders and Cultures, 9th edition, Harlow: Pearson

Primecz, H, L. Romain & S. Sackman (2011) Cross-cultural Management in practice, Cheltenham: Edward Elgar

Branine, M (2011) Managing Across Cultures, London: Sage

### Pre-requisites

BUSN6005 International Business: Theoretical Insights

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module offers a comprehensive introduction to the area of cross-cultural management research. Based on a critical analysis of the assumptions underlying various approaches to studying national cultures, frameworks are applied to understand cross-cultural issues managers in international organisations may face. Indicative topics are:

- Management and culture
- Different approaches to cross-cultural management
- Cultural-frameworks and its application
- Roles of the global manager
- Global management challenges

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB747 International Entrepreneurship</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Zeng Dr J
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a critical understanding of the key concepts, theories and issues in international entrepreneurship, with a focus on the analysis of the global business environment in which international entrepreneurs operate;
- demonstrate the ability to critically comprehend and utilize key concepts and theories in understanding contemporary issues in international entrepreneurship and apply them to practice;
- demonstrate a holistic and comprehensive understanding of the stages of international entrepreneurial processes facing the entrepreneur;
- demonstrate a balanced view towards the opportunities and barriers to entrepreneur's global expansion path and the strategic decisions necessary to ensure the growth of firms.
- demonstrate the ability to critically evaluate the factors that influence the growth, development, and exit strategies for international entrepreneurs.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work in interdisciplinary areas relating theories from different subjects;
- plan work, study independently and use relevant resources;
- structure and develop appropriate and effective communications, critically and self-critically, orally and in writing;
- receive and use criticism and advice to learn from others constructively;
- produce work in appropriate formats, demonstrating an understanding of academic conventions and nurturing a critical thinking approach;
- understand global phenomenon related to entrepreneurship/enterprise critically;
- work efficiently and effectively in multicultural teams.

### Method of Assessment

Main assessment methods:

Group Presentation (30%)  
Individual Report (3500 words) (70%)

Reassessment method:

100% coursework

### Preliminary Reading

Hisrich, R.D. (2013) *International Entrepreneurship: Starting, Developing, and Managing a Global Venture*, 2nd Edition, London: Sage.

Useful texts for complementary and background reading includes:

Etemad, H., Madsen, T. K., Rasmussen, E.S. and Servais, P. (2013) *Current Issues in International Entrepreneurship*, Cheltenham, UK: Edward Elgar

Gabrielsson, M. and Kirpalani, V.H.M. (2012) *Handbook of Research on Born Globals*, Cheltenham, UK: Edward Elgar

### Pre-requisites

BUSN6005 International Business: Theoretical Insights

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module offers both theoretical frameworks and practical guidance for students to understand and evaluate the entrepreneurial opportunities, global expansion path, entrepreneurial decision making, and entrepreneurial mobility in the context of international entrepreneurship. The overall aim is to obtain a holistic as well as nuanced global perspective related to international entrepreneurship.

- Theories of international entrepreneurship
- International opportunities and global entrepreneurial team
- Entrepreneur's global expansion path
- Born-global firms
- High-impact/ high-growth entrepreneurship
- Entrepreneurial mobility/ transnational entrepreneurs
- Regional entrepreneurship and innovation clusters
- Institutional environment and exit strategy

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB748 International Business Management Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	Sengupta Dr A

### Contact Hours

Total contact hours: 20  
Private study hours: 280  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and critically analyse an appropriate international business topic on which to write the report
- Integrate the key concepts, theories and issues in international business and appreciate the interdisciplinary nature of the field.
- Demonstrate a further understanding of the role of international activities for various types of firms.
- Analyse the environment in different countries at both the micro and macro levels and investigate the implications for the international strategies and/or operations of firms
- Critically evaluate and interpret information and data sources in an international context.
- Apply International business theory and concepts to justify decisions and demonstrate critical thinking and analytical skills.
- Synthesise material from International Business modules to inform the analysis in the project.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work autonomously on a substantive piece of research.
- Show initiative in developing an advanced research agenda.
- Work in interdisciplinary areas and draw on current research in adjacent disciplines.
- Engage with current literature to develop novel ideas.
- Communicate complex information, ideas, problems and solutions effectively in writing.

### Method of Assessment

Main assessment methods

Progress Report (1000 words) (10%)  
Individual Presentation (10%)  
Individual Report (8000 – 10000 words) (80%)

Reassessment method:

100% project

### Preliminary Reading

Dunning, J. and Lundan, S. M. (2008), *Multinational Enterprises and the Global Economy*, 2nd Edition, London: Edward Elgar

Rugman, A. (2010), *The Oxford Handbook of International Business*, Oxford: Oxford University Press

Sekaran, U. and Bougie, R. (2012), *Research Methods for Business*, 6th Edition, Chichester: John Wiley and Sons

### Pre-requisites

BUSN6005: International Business: Theoretical Insights.

Pass rate 55% in stage 2.

### Restrictions

Available to short-term/exchange students

### Synopsis \*

This module will allow students to work on a substantive piece of research which will allow them to obtain in-depth knowledge of a particular subject area within the field of International Business.

Developing phenomenon-based and/or theory driven research questions in the area of international business

Literature search and review

Understanding different research designs used in International Business research projects

Collection, use and analysis of secondary and primary data

Preparing and structuring the International Business Project

Referencing, Citations and Developing writing skills

Presentation skills

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB749 International Business: Modes and Functions</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Stoian Dr C

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically analyse core issues related to the expansion and management of a firm's operations across international borders;
- critically analyse the choice and design of market entry modes and apply this to practical cases;
- evaluate 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;
- critically analyse the management of various types of international collaborative arrangements; discuss the reasons for multinational enterprises to take part in such collaborations; critically analyse various factors that can lead to the failure of international collaborative arrangements; evaluate several strategies that can lead to the success of international collaborative arrangements
- evaluate the management of functional areas in multinational firms (e.g. marketing, human resource management, supply chain management, finance or research and development).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- present a logical case/argument
- plan work, study independently and use relevant resources
- structure and develop appropriate and effective communications, critically and self-critically, orally and in writing
- receive and use criticism and advice so as to learn from others
- produce work in appropriate formats, demonstrating an understanding of academic conventions
- inform decision making by theoretical developments
- work effectively in teams

### Method of Assessment

Main assessment methods:

- Group Presentation (10%)
- Individual Report (2000 words) (20%)
- Examination, 2 hour (70%).

Reassessment method;  
Like for Like.

### Preliminary Reading

Buckley, P. and Casson, M. (2002). *The Future of the Multinational Enterprise*, Palgrave: Basingstoke

Daniels, J.D., Radebaugh, L.D. and Sullivan, D. (2015) *International Business: Environments and Operations*, 15th Edition, Pearson Education Limited: Harlow, UK.

Ghoshal, S. and Westney, D. E. (2005) *Organization Theory and the Multinational Corporation*, 2nd edition, Palgrave: Basingstoke.

Hill, C. and Hult, G.T.M. (2017) *International Business. Competing in the Global Market*, 11th Edition, McGraw-Hill: New York.

### Pre-requisites

CB739 International Business: Theoretical Insights

### Restrictions

Available to short-term/exchange students

### Synopsis >\*</span>

This module offers a critical analysis of how multinationals select their target markets and modes of entry and how they manage their various functions in an international context, balancing the needs for global integration and local responsiveness respectively.

- Managing the internationalisation process
- Country selection
- Choosing and designing entry modes
- Managing collaborative arrangements
- International marketing
- International human resource management
- International supply chain management
- International finance
- Research and development in an international perspective
- Managing multinationals using electronic commerce
- Managing multinationals responsibly

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB750</b>		<b>Project Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kotiadis Dr K

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate development of analytical skills by linking theoretical perspectives to practical situations;
- select and apply appropriate data and information;
- communicate effectively both orally and in writing using appropriate media for an appropriate audience;
- demonstrate initiative and personal responsibility in working and studying independently;
- produce technical reports

### Method of Assessment

Main assessment methods

Individual Report (3,000 words) (60%)

MCQ 1 test 20%

MCQ 2 test 20%

Reassessment methods

100% coursework

### Preliminary Reading

Core textbook:

Burke, R. (2017) Fundamentals of Project Management, Project Management Series, 2nd edition, Burke Publishing

Maylor, H. (2010). Project Management. London: FT Prentice Hall

Further suggested 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

None

### Restrictions

Available to short-term/exchange students

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

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.

Included topics of the module are:

- Project life cycles and alternative development paths;
- Feasibility studies;
- Time management;
- Project planning and control techniques, including Gantt charts, CPM;
- Resource planning;
- Quality Control;
- Project communication;

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB751</b>		<b>Psychology of the Contemporary Workplace</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Leicht Dr C
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Leicht Dr C

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 21

Private Study Hours:129

The module will be organised in lectures and seminars dealing with topical as well as 'classical' case studies. Students will be encouraged to work first individually and to participate actively in seminars. In both lectures and seminars, practical solutions to practical cases will be sought by applying the relevant theories, concepts and approaches.

Videos, case studies and presentations will be the main teaching methods employed in both lectures and seminars. Additionally, seminars will include simulations and debates.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the relevance of psychological theories of the workplace to contemporary organizations
- Critically evaluate and analyse the key factors shaping and changing the contemporary work environment
- Demonstrate a critical and detailed understanding of best practice in regards to maintaining and improving levels of employee engagement and satisfaction in the workplace
- Understand and analyse the behavioural elements of people management from a psychological perspective in the workplace
- Assess contemporary theoretical developments around psychology and the workplace

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise information clearly and critically
- Select and organise complex information from a variety of sources
- Structure and express complex arguments using relevant social science concepts and theories
- Communicate effectively orally and in writing
- Demonstrate efficient time management skills

### Method of Assessment

Main assessment methods:

Individual Report (2500 - 3000 words) 40%

Exam 60%

Reassessment method:

Like for like

### Preliminary Reading

Arnold, J. and Randall, R. et al. (2016) *Work Psychology: Understanding Human Behaviour in the Workplace*, 6th Edition. London: FT Prentice-Hall

Lewis, R & Zibarras, L. (2013) *Work and Occupational Psychology: Integrating Theory and Practice*. London: Sage

Woods, S.A. & West, M.A. (2014) *The Psychology of Work and Organizations*. 2nd Edition Andover: Cengage Learning EMEA

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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



<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	

### 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

### Restrictions

Available to short-term/exchange students

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB754 Corporate Social Responsibility</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### 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

## 2019-20 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB755 Business Management Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	Sengupta Dr A
2	Canterbury	Whole Year	H	30 (15)	100% Project	Sengupta Dr A

### Contact Hours

Total contact hours: 20  
Private study hours: 280  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- recognise business problems and prioritise the need for solutions to these problems;
- integrate the key concepts, theories and issues in business and management and appreciate the interdisciplinary nature of the field;
- apply the knowledge from 8.2 above to frame a business problem and devise and execute a research project to address this;
- critically analyse, synthesise, interpret and evaluate data and information in a business and management context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work autonomously on a substantive piece of research;
- show initiative in developing an advanced research agenda;
- work in interdisciplinary areas and draw on current research in adjacent disciplines;
- engage with current literature to develop novel ideas;
- communicate complex information, ideas, problems and solutions effectively in writing;
- communicate complex information, ideas, problems and solutions orally in a presentation setting.

### Method of Assessment

Main assessment methods

Progress Report (1000 words) (10%)  
Individual presentation (10%)  
Individual Report (8000 – 10000 words) (80%)

Reassessment methods

Reassessment Format: 100% project

### 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

BUSN3120 Introduction to Management. Pass rate 55% in stage 2  
(Pre-requisites not applicable to students on the BA Business Top-up programme)

### Restrictions

Available to short-term/exchange students

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	Flowers Prof S

### Contact Hours

Total contact hours: 21  
 Private study hours: 129  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- analyse the potential disruptive digital innovations in terms of products, services and sustainability;
- assess the business value of digital technologies using academic and practitioners' methods and approaches;
- deconstruct complex technology-oriented solutions and apply them to a business;
- engage critically with theory and consultancy IT practices, by generating creative solutions that are aligned with the overall business strategy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate working creatively and flexibly as part of an academic group;
- produce statistical and mathematical forms of analysis used in business to justify expenditure;
- research a topic, extract and synthesise information from a range of written and spoken sources, and formulate a response;
- distinguish between fact and opinion, between what is relevant and what is not and between opposing views based upon conflicting evidence;
- demonstrate independent learning and time management;
- analyse and critically assess information from a variety of texts and come to an informed conclusion with limited guidance

### Method of Assessment

Main assessment methods  
 Group Pod Cast Presentation (30%)  
 Report (2000 words) (70%)

Reassessment method:  
 100% coursework.

### 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)  
 Introduction to Data Analysis and Statistics for Business (CB367)

### Restrictions

Available to short-term/exchange students

### 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 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.

<b>CB757 Research and Consultancy Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Phillips Prof P

### Contact Hours

Total contact hours: 23  
 Private study hours: 127  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- apply research methods knowledge and skills with originality in situations of a professional nature;
- search for, retrieve, select and critically evaluate information - especially published literature in books, journals and web resources - to support research and consultancy objectives;
- 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;
- discuss the ethical and practical issues and implications of undertaking research and or consultancy based applied projects;
- develop a research proposal within a team environment and 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:

- analyse problems/questions and take steps needed to find solutions/answers;
- plan and organise their time and activities effectively to deliver outputs;
- acquire and utilise data, tools, techniques and resources required for producing outputs effectively for meeting goals and objectives;
- demonstrate effective performance within a team environment and the ability to recognise and utilise others' contributions in a group process

### Method of Assessment

Main assessment methods:

- Group report – 1500 words (20%)
- Individual Research Proposal or Consultancy Tender (4000 words) (80%).

Reassessment method:

100% coursework.

### Preliminary Reading

Saunders, M., Lewis, P., & Thornhill, A (2015). Research Methods for Business Students. 7th ed. London: Financial Times Prentice Hall  
 Wickham, L. and Wilcock, J., (2016). Management Consulting 5th edn: Delivering an Effective Project. Pearson Higher Ed.

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### Synopsis \*

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.

Topics may include:

- Nature of research - what is it and who cares?
- Research approaches, Philosophy of thinking and claims; and key methodologies of research.
- Research and consultancy project designs and methodologies (case study, survey, etc):
- Data collection and analysis
- Formulating research & consultancy aim(s) and objectives;
- Nature of consultancy and consultancy approaches/interventions;
- Role of management consultancy;
- Research proposal and tender writing, research ethics and project planning.
- The management consulting process;
- Strategy problem solving skills;
- Client engagement;

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB758 Marketing Strategy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Yu Dr Q
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and systematic understanding of the difference between strategic management and marketing strategy.
- Assess the marketing environment and identify opportunities
- Define objectives and evaluate alternative marketing options.
- Identify appropriate marketing segments for a given product or service and formulate a marketing mix strategy to serve such segment.
- Describe the elements of a marketing plan and the steps on which it is developed.
- 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:

- Display self-management skills
- Analyse appropriate data and information.
- Identify and appraise both academic and practical problems
- Effectively communicate through oral and written presentations

### Method of Assessment

Main assessment methods:

Examination, 2 hours (60%)

Group Presentation (20%)

VLE Test – MCQ (20%).

Reassessment method:

100% exam

### Preliminary Reading

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.

### Pre-requisites

CB370 Introduction to Marketing

### Restrictions

Available to short-term/exchange students

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB759 Strategic Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	Al-Tabbaa Dr O

### Contact Hours

Total contact hours: 43  
Private study hours: 257  
Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate the role of strategic management within organisations and the process issues associated with the strategic management of organisations
- explain the impact of structure, culture, control and information systems on the strategic management process within organisations
- compare and contrast the relationship between the external context of an organisation and its internal context and their impact on its strategies
- critically understand organisational complexity
- 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:

- organise and present an analysis as a considered viewpoint
- communicate effectively
- find, select, organise and synthesise complex information

### Method of Assessment

Main assessment methods:

Group Case Report (20%)  
Group Presentation (1500 words) (10%)  
Examination, 3 hour (70%).

Reassessment method:

100% exam.

### 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

### Restrictions

Available to short-term/exchange students

### 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.



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB762</b>		<b>Year Abroad 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	60 (30)	Pass/Fail Only	
1	Medway	Whole Year	I	60 (30)	100% Coursework	
1	Medway	Whole Year	I	60 (30)	Pass/Fail Only	

### Contact Hours

A combination of lectures, seminars and group session as determined by partner institution, and subject to ECTS or equivalent credit weighting as determined by the partner institution. The ECTS weighting per module may vary from institution to institution and even across disciplines of the same institution.

The learning activities and teaching methods will therefore depend on the students' module choices and will vary depending on the partner institution chosen. Inclusive of independent study, it will require a total of 600 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes.

There will be three x 1 hour pre-development workshops to assist students with transition to the study abroad option. One workshop will address the documentation needed to complete the study abroad, FCO advice and guidance, personal security, registering with a doctor, setting up a bank account, dealing with home sickness, etc.; the second workshop will cover international business, cultural differences and sensitivities, educational systems, etc. The third workshop would be for outgoing students to listen to the experiences of returning students as to the experience and their reflections.

It is envisaged that either a face to face visit or a Skype based meeting would happen between the student and a staff member of KBS at least once a term to ensure all is well and that the student is gaining appropriate learning from the experience.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a detailed knowledge contemporary issues in a relevant business discipline i.e. Management, International Business, Marketing, Accounting & Finance
- Demonstrate cross-cultural skills from living and studying abroad in a different higher education environment
- Demonstrate acquisition of an ability to perform effectively in a different cultural and, in some cases, linguistic environment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Have gained the skills and abilities needed to study in a new learning environment, including demonstrating the communication skills and confidence necessary to access learning resources and successfully complete assessments.
- Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
- Have augmented their employment skills through formal and informal learning in an international context.

### Method of Assessment

The assessment methods are set by the partner institution and will vary depending on which institution and which modules are chosen. Students take modules equivalent to 60 Kent credits. The composition of these will be as agreed with the appropriate Programme Convenor and, as set out in the Learning Agreement. The curriculum will vary depending on the partner institution and the modules chosen.

Achievement will be documented by the transcript issued by the partner institution as agreed in their Learning Agreement. Kent will assess on a pass/fail basis.

### Preliminary Reading

To be determined by the host partner institution and the Programme Director (or delegate).

### Pre-requisites

There are no formal pre- or co-requisites, although students will be required to enter into Learning Agreement negotiated with the Director of Studies for the programme

### Restrictions

All KBS single honours undergraduate programmes wishing to include a year abroad

### Synopsis \*

Students will spend two terms studying in another European University (i.e. those with links via the ERASMUS exchange programme) and/or overseas Universities who teach in English, such as in North America, Australasia, Hong Kong and Malaysia who have equivalent module coverage in equivalent cognate areas.

This module will enable students to gain cross-cultural skills through both living and studying in another country, whilst at the same time developing their knowledge of business and management, accounting and finance, international business and marketing.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB763</b>		<b>Year Abroad 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	60 (30)	Pass/Fail Only	
1	Medway	Whole Year	I	60 (30)	Pass/Fail Only	

### Contact Hours

A combination of lectures, seminars and group session as determined by partner institution, and subject to ECTS or equivalent credit weighting as determined by the partner institution. The ECTS weighting per module may vary from institution to institution and even across disciplines of the same institution.

The learning activities and teaching methods will therefore depend on the students' module choices and will vary depending on the partner institution chosen. Inclusive of independent study, it will require a total of 600 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes.

There will be three x 1 hour pre-development workshops to assist students with transition to the study abroad option. One workshop will address the documentation needed to complete the study abroad, FCO advice and guidance, personal security, registering with a doctor, setting up a bank account, dealing with home sickness, etc.; the second workshop will cover international business, cultural differences and sensitivities, educational systems, etc. The third workshop would be for outgoing students to listen to the experiences of returning students as to the experience and their reflections.

It is envisaged that either a face to face visit or a Skype based meeting would happen between the student and a staff member of KBS at least once a term to ensure all is well and that the student is gaining appropriate learning from the experience.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a detailed knowledge contemporary issues in a relevant business discipline i.e. Management, International Business, Marketing, Accounting & Finance
- Demonstrate cross-cultural skills from living and studying abroad in a different higher education environment
- Demonstrate acquisition of an ability to perform effectively in a different cultural and, in some cases, linguistic environment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Have gained the skills and abilities needed to study in a new learning environment, including demonstrating the communication skills and confidence necessary to access learning resources and successfully complete assessments.
- Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
- Have augmented their employment skills through formal and informal learning in an international context.

### Method of Assessment

The assessment methods are set by the partner institution and will vary depending on which institution and which modules are chosen. Students take modules equivalent to 60 Kent credits. The composition of these will be as agreed with the appropriate Programme Convenor and, as set out in the Learning Agreement. The curriculum will vary depending on the partner institution and the modules chosen.

Achievement will be documented by the transcript issued by the partner institution as agreed in their Learning Agreement. Kent will assess on a pass/fail basis.

### Preliminary Reading

To be determined by the host partner institution and the Programme Director (or delegate).

### Pre-requisites

There are no formal pre- or co-requisites, although students will be required to enter into Learning Agreement negotiated with the Director of Studies for the programme

### Restrictions

All KBS single honours undergraduate programmes wishing to include a year abroad

### Synopsis \*

Students will spend two terms studying in another European University (i.e. those with links via the ERASMUS exchange programme) and/or overseas Universities who teach in English, such as in North America, Australasia, Hong Kong and Malaysia who have equivalent module coverage in equivalent cognate areas.

This module will enable students to gain cross-cultural skills through both living and studying in another country, whilst at the same time developing their knowledge of business and management, accounting and finance, international business and marketing.

<b>CB782</b>		<b>Marketing and Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Mwiti Dr F

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 21

Private Study Hours: 129

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the link between marketing and society
- Identify and critically evaluate the different forms of consumption behaviour and their impact on society
- Evaluate the pillars of sustainability and in particular, the intersection of the 'triple bottom line' (people, planet, profit)
- Understand the use of social marketing for planning and implementing behavioural change to develop more sustainable practices
- Critically evaluate the universal guiding principles on social responsibility and marketing ethics, and the contributions of societal and green marketing approaches to societal welfare
- Assess the role of marketing in poverty alleviation and the economic development of subsistence economies

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate self-management and time-management skills
- Synthesise, and critically evaluate arguments and assumptions from a variety of sources and competing perspectives
- Demonstrate problem solving and decision making skills
- Demonstrate effective teamwork skills and ability to work with others
- Acquire, evaluate, organise, analyse and communicate information effectively through oral presentations and written tests

### Method of Assessment

Main assessment method:

100% coursework consisting of:

Individual Report – 4000 words: 80%

Group Presentation: 20%

In order to pass the module as a whole and ensure all learning outcomes are met, students must achieve a pass mark of 40% for the group presentation.

Reassessment Method:

100% Coursework

### Preliminary Reading

Core Text:

Emery B. (2011) Sustainable Marketing, Pearson

Additional reading:

Bloom, P.N. and Gundlach, G.T. (eds) (2001) Handbook of Marketing and Society London: Sage Publications

Eagle, L., Dahl, S., Hill, S., Bird, S., Spotswood, F., & Tapp, A. (2013). Social Marketing (1st ed.). Harlow: Pearson Education.

Lee, N. R., & Kotler, P. (2015). Social marketing: Changing Behaviors for Good (5th ed.) London: Sage Publications, Inc.

Martin D. and Schouten J (2013) Sustainable Marketing, New International Edition, New York: Pearson Prentice Hall

Peterson, M. (2012). Sustainable enterprise: A macro marketing approach. London: Sage.

### Pre-requisites

BUSN3700 (CB370): Introduction to Marketing

BUSN7580 (CB758): Marketing Strategy

BUSN7330 (CB733): Business Ethics & Sustainable Management

### Restrictions

Available to short-term/exchange students, BSc Marketing and associated programmes

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The module aims to provide students with a broad perspective of the role of marketing in society. The module will also provide students with the tools to analyse and reflect on their own consumption behaviour in relation to sustainability and broader societal implications. Specifically, students will be able to examine the current trends and challenges facing society, including sustainability, social responsibility, poverty, ethics and other social-economic related issues. Ultimately, the students will be able to develop a deeper appreciation of the role and impact of marketing and business practice on today's society. Sessions in this module will cover concepts such as:

- Concepts, theories and debates about the roles and responsibilities of marketing in society
- Societal and green marketing - definitions and frameworks.
- Pillars of sustainability
- Designing, implementing and evaluating social marketing programmes
- Transformative consumer research
- Subsistence and 'Bottom of the Pyramid' marketing
- Macro- and critical marketing
- Ethical issues emerging in marketing

<b>CB783 Services, Technology &amp; Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	Karangi Dr S

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a critical understanding of the basic concepts of services marketing
- Critically evaluate and compare theories and current trends in service marketing
- Evaluate the models and dimensions of service quality
- Assess the application of the traditional and extended marketing mix elements to services
- Demonstrate a systematic understanding the importance of technology to services
- Critically assess the importance of service consumers and their role as co-producers of services

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate self-management and time-management skills
- Synthesise, and critically evaluate arguments and assumptions from a variety of sources and competing perspectives
- Demonstrate problem-solving and decision making skills
- Demonstrate effective teamwork skills and ability to work with other people from different cultural backgrounds.
- Acquire, evaluate, organise, analyse and communicate information effectively through oral presentations and written exercises

### Method of Assessment

Main assessment method:

Examination - 2 hour closed book: 70%

Coursework 30% consisting of:

Individual Essay – 2500 words: 20%

Group Presentation – 15 minutes: 10%

In order to pass the module as a whole and ensure all learning outcomes are met, students must achieve a pass mark of 40% for the group presentation.

Reassessment Method:

Examination 100%

### Preliminary Reading

Core Text:

Lovelock, C., and Wirtz, J. (2016), *Services Marketing: People, Technology, Strategy*, 8th Edition, London: Prentice Hall.

Additional useful texts are: (Alphabetical Order)

Gronroos, C. (2007), *Services Management and Marketing*, 3rd Edition. Southern Gate: John Wiley.

Kasper, H., van Helsdingen, P. and Gabbott, M. (2006), *Services Marketing Management*, 2nd Edition. Southern Gate: John Wiley.

Lovelock, C., Vandermerwe, S. and Lewis, B.L. (1999), *Services Marketing*, European Edition. Upper Saddle River, NJ: Prentice Hall.

Mudie, P. and Pirrie, A. (2011), *Services Marketing Management*, 3rd Edition. Taylor & Francis.

Palmer, A. (2014), *Principles of Services Marketing*, 7th Edition, Maidenhead: McGraw Hill.

Wilson, A., Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2016). *Services marketing: Integrating customer focus across the firm*, 3rd Edition European. McGraw Hill.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Pre-requisites

BUSN3700 (CB370): Introduction to Marketing

BUSN7580 (CB758): Marketing Strategy

### Restrictions

Available to short-term/exchange students, BSc Marketing and associated programmes

### Synopsis \*

Many developed economies are dominated by services, and service organisations require a distinctive approach to marketing strategy both in development and execution. The module will demonstrate how a holistic approach to the incorporation of a services perspective is crucial for marketing in general. The module will explore the distinctive characteristics of services and explain how they impact on the marketing approaches used by firms. Sessions in this module will cover concepts such as:

- The nature of services and their importance in creating value for customers
- Developing effective services marketing strategies that create competitive advantage for firms
- The customer decision making processes within service encounters
- The application of marketing mixes to services
- The sharing service economy
- Complaint handling and service recovery
- Service quality models
- Service dominant logic vs goods dominant logic.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB786</b>		<b>Operations Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	Spiegler Dr V

### Contact Hours

Total contact hours: 27  
Private study hours: 123  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate familiarity with the field of operations management and understand how operations can more effectively contribute to the organisation's objectives.
- apply a variety of techniques and analysis frameworks used by operations managers to help them make decisions in operations.
- understand decision making in the operations management function and its application to process, capacity, supply, quality and workforce management.
- utilise appropriate concepts and models for the analysis and evaluation of operations management problems.
- through case study and exercise work, be able to recognise problems, evaluate solutions and present recommendations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate problem solving and decision taking skills
- demonstrate communication and writing skills
- work with complex material
- analyse problems and identify appropriate solutions
- work and study independently and utilise resources effectively
- demonstrate self-management skills

### Method of Assessment

Main assessment methods:

Online MCQ Test 1 (10%)  
Online MCQ Test 2 (20%)  
Examination, 2 hours (70%)

Reassessment methods:

100% exam

### Preliminary Reading

Barnes, D., (2018). Operations Management: an International Perspective, London: Macmillan.

Greasley, A., (2013). Operations Management, Chichester: John Wiley and Sons.

Hill, A. and Hill, T (2017) Essential Operations Management, London: Macmillan

Slack, N. et al., (2016). Operations Management. 8th edition London: FT/Prentice Hall,

### Pre-requisites

None

### Synopsis \*

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 are likely to include:

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB788 Technology-Driven Business Innovation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Shi Dr X

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- systematically understand and analyse the digital innovations in terms of products, services and sustainability;
- critically assess the business value of digital technologies using academic and practitioners' methods and approaches;
- deconstruct complex technology-oriented solutions and apply them to a business;
- engage critically with theory and consultancy IT practices, by generating creative solutions that are aligned with the overall business strategy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- produce complex statistical and mathematical forms of analysis used in business to justify expenditure;
- research a topic, extract and critically synthesise information from a range of written and spoken sources, and formulate a response;
- distinguish between fact and opinion, between what is relevant and what is not and between opposing views based upon conflicting evidence;
- demonstrate independent learning and time management;
- analyse and critically assess information from a variety of texts and come to an informed conclusion with limited guidance

### Method of Assessment

Main assessment methods:

ICT (20%)  
Group Pod Cast Presentation (20%)  
Report (2000 words) (60%)

Reassessment method:

100% coursework.

### Preliminary Reading

Chesney, T., Reynolds, G., Stair, R.M., (2015) Principles of Business Information Systems, 2nd Revised edition, Andover: Cengage Learning EMEA

Jordan, J., (2012) Information, Technology, and Innovation: Resources for Growth in a Connected World, London: John Wiley & Sons

Oakey, R., Groen, R., Cook, G. and Van der Sijde, P. (2012) New technology-based firms in the new millennium. Bingley, UK: Emerald

Smith, D., (2015) Exploring Innovation, 3rd Edition, Maidenhead: McGraw-Hill Higher Education

### Pre-requisites

BUSN3120 Introduction to Management

### Synopsis \*

The aim of this module is to provide students with (1) a systematic understanding of how information technology is driving business innovation, (2) the methods and approaches used by managers to exploit new digital opportunities, and (3) an appreciation of the knowledge and skills needed to manage the business innovation. By the end of this module, students will be equipped with the necessary knowledge and tools to deal with current business issues including digital transformation and emerging business models via technological innovations.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB790 Employability for Stage 2 Business Programmes</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	5 (2.5)	100% Coursework	Urquhart Ms N
1	Canterbury	Whole Year	I	5 (2.5)	Pass/Fail Only	Urquhart Ms N

### Contact Hours

Total contact hours: 15 hours

Private study hours: 35

Total study hours: 50

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand career and postgraduate further study opportunities in Business and related fields for Business graduates within the UK and overseas
- Understand the importance of relevant work experience and how to search, prepare and apply for relevant work experience e.g. internships and placements.
- Demonstrate awareness of placement opportunities and the Year in Industry programmes and possibility of transferring to these degrees
- Have understanding of different recruitment processes employed by business and government
- Understand and have practice of internship CV and cover letter writing, application writing, interview techniques (face to face, telephone and video), competency tests and team based recruitment exercises

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate confidence in researching business, finance and government agencies for the purposes of applications for internships
- Develop and articulate their individual and work-ready skills and attributes
- Undertake online tasks and activities relevant to internship recruitment
- Initiate, manage and reflect on their own performance
- Recognise the importance of relevant internships for graduates.

### Method of Assessment

Main assessment methods:

Personal pitch video (5 minute) - interview practice (50%)

CV/Cover letter updated since stage 1 (50%)

Both the assessments above must be passed in order to pass the module and successfully complete the module learning outcomes.

Reassessment method:

Like-for-like

### Preliminary Reading

Cottrell, S. (2015), *Skills for Success*, London: Palgrave Macmillan

Rook, S. (2013), *The Graduate Career Guidebook*, London: Palgrave Macmillan

Trought, F. (2011), *Brilliant Employability Skills*, London: Prentice Hall

Kent Careers and Employability Service

<https://www.kent.ac.uk/Business/employability/index.html>

Employability for Business Stage 2 Students (Moodle module)

Graduate Aptitude Tests (Guide to Psychometric tests)

Prospects

### Pre-requisites

None

### Synopsis \*

The module helps prepare students to acquire and develop the employability and transferable skills necessary to search and successfully apply for work experience and graduate opportunities in the commercial and public sector and postgraduate study.

The curriculum builds on employability support offered at Stage 1 providing intermediate level knowledge and exercises in application writing, CVs, careers advice, interview and assessment centre techniques, numeracy and competency tests, and psychometric evaluation.



## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB792 Employability for Stage 3 Business Programmes</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	5 (2.5)	100% Coursework	Urquhart Ms N
1	Canterbury	Whole Year	H	5 (2.5)	Pass/Fail Only	Urquhart Ms N

### Contact Hours

Total contact hours: 6 hours

Private study hours: 44

Total study hours: 50

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify career and postgraduate further study opportunities in Business and related fields for Kent Business School graduates in the UK and overseas
- Demonstrate detailed knowledge of how to search, prepare and apply for graduate jobs
- Understand and evaluate the importance of obtaining and applying for work experience in the field in which they wish to pursue their career
- Demonstrate in-depth understanding of different recruitment processes employed by business and government
- Understand the requirements and confidently deploy skills involved with graduate job and MSc application writing, CV and cover letter writing, interview techniques of all types (face to face, telephone and video), competency tests and team based recruitment exercises

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate successful experience in researching business, finance and government agencies for the purposes of applications for graduate jobs
- Develop and articulate their individual and work-ready skills and attributes
- Successfully complete online tasks and activities relevant to graduate job recruitment
- Initiate, manage and critically reflect on their own performance
- Recognise the importance of relevant work experience for graduates, particularly if they wish to work in competitive areas such as finance, for graduates without such experience

### Method of Assessment

Main assessment methods:

Attendance - attending 1:1 sessions (20%)

Self-reflection using the Graduate Attribute benchmark questionnaire – 500 words equivalence (80%)

Both of the above assessments must be passed in order to pass the module and successfully complete the module learning outcomes.

Reassessment method;

Like-for-like

### Preliminary Reading

Cottrell, S. (2015), *Skills for Success*, London: Palgrave Macmillan

Rook, S. (2013), *The Graduate Career Guidebook*, London: Palgrave Macmillan

Trought, F. (2011), *Brilliant Employability Skills*, London: Prentice Hall

Kent Careers and Employability Service

<https://www.kent.ac.uk/Business/employability/index.html>

Employability for Business Stage 2 Students (Moodle module)

Graduate Aptitude Tests (Guide to Psychometric tests)

Prospects

efinancialcareers

### Pre-requisites

None

### Synopsis \*

The module helps prepare students to acquire and develop the employability and transferable skills necessary to search and successfully apply for work experience and graduate opportunities in the commercial and public sector and postgraduate study.

The curriculum builds on knowledge and experience gained in related employability modules delivered at Stages 1 and 2, providing further guidance and more advanced practical exercises in application writing, CVs, careers advice, interview and assessment centre techniques, numeracy and competency tests, and psychometric evaluation. The aims here are to support students during their final year in applying for good graduate jobs and MSc degree programmes.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB794</b>		<b>Predictive and Prescriptive Analytics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Scaparra Prof M

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Use predictive and prescriptive analytic techniques to handle a variety of business problems.
- Apply regression analysis and forecasting techniques to characterise relationships among business variables, identify patterns in data and predict future trends.
- Build and solve linear optimisation models and interpret their results for effective decision making
- Develop a systematic understanding of different types of optimisation models and how they can be applied in practice to solve problems in different business contexts

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Use a variety of scientific approaches to build and solve models for a range of practical management problems.
- Analyse the models and be able to make recommendations based on that analysis.
- Demonstrate an ability to select the most appropriate solution technique for particular problems.
- Plan work and study independently using relevant resources.

### Method of Assessment

Main assessment methods

In-Course Test 1, 45 minutes (20%)

In-Course Test 2, 45 minutes (20%)

Examination, 2 hours (60%).

Reassessment methods

100% exam

### Preliminary Reading

Albright S. and Winston W.L. (2016). Business Analytics: Data Analysis & Decision Making (6th Ed). Boston, MA: Cengage.

Evans, J. R. (2013). Business Analytics. Methods, Models and Decisions. Harlow: Pearson Education.

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

### Pre-requisites

BUSN3130 Introduction to Statistics for Business (or equivalent)

### Synopsis \*

The aim of this module is to equip students with basic knowledge of analytics tools to analyse and interpret data, forecast future trends and optimise decisions in many areas of business, including operations, marketing and finance.

The module covers two indicative themes as follows:

1. Predictive analytics. In this part of the module, students will learn approaches to extract information from existing data sets in order to determine patterns and predict future outcomes and trends. Approaches include regression analysis, forecasting techniques, simulation and data mining.
2. Prescriptive analytics. In this part of the module, students will learn how to develop optimisation models to support business decision making. Students will be guided through demonstrations involving a variety of business problems, including transportation, assignment, product mix and scheduling problems.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB795</b>		<b>Economics for Business 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	Robinson Dr C (KBS)

### Contact Hours

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

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge of the core principles of macroeconomics and a critical understanding of their development, including an appreciation of competing theoretical perspectives.
- Evaluate the effect of the prevailing macroeconomic environment on business decisions, behaviour and performance and offer critical interpretation on how competing theories may interpret the outcomes differently.
- Interpret macroeconomic data by applying statistical techniques to develop well-structured lines of economic argument, offering critical comment on the arguments of others.
- Demonstrate knowledge and critical understanding of the economic global context facing businesses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Retrieve information from a variety of sources and undertake basic statistical analysis.
- Undertake independent and self-managed learning.
- Draw on social science concepts and theories in decision-making situations.
- Demonstrate ability to communicate information, ideas and solutions effectively.

### Method of Assessment

Main assessment methods:

MCQ Test (20%)  
Essay, 2000 words (20%)  
Examination, 2 hours (60%)

Reassessment method:

100% exam

### Preliminary Reading

Lipsey, R. and Chrystal, A. (2015) Economics. 13th ed. Oxford: OUP

Mankiw, N. G., Taylor, M.P. and Ashwin, A. (2013) Business Economics. Andover: Cengage Learning

Mulhearn, C. and Vane, H. R. (2015) Economics for Business. 3rd ed. New York: Palgrave Macmillan

Slooman, J., Garrett, D., Guest, J. and Jones, E. (2016) Economics for Business. 7th ed. Harlow: Pearson

In addition, the module will draw on the open access resources available through <http://www.core-econ.org>.

### Pre-requisites

BUSN3650 Economics for Business 1

### Synopsis \*

This module will cover the core principles of macroeconomics; including the measurement of key macroeconomic variables and limitations to existing practices. Students will consider competing theories related to the macro economy in the short and long run and their overall consequences for the business environment. This will be underpinned by existing evidence on past and current levels of macroeconomic indicators in the UK, Europe and the rest of the world. Indicative topics are:

- The Macro economy – as a system: the circular flow (including injections and withdrawals), national income measurement, economic growth and international comparisons
- Macroeconomic variables: GDP, unemployment, inflation, money supply and balance of payments
- The open macro economy; including imports and exports; the role of exchange rates and trade theory.
- Macroeconomic theories: including the classical approach, the Keynesian demand management approach and monetarism
- Macroeconomic policies: demand versus supply side economic management