

2022-23 Medway Module Handbook

35 Kent Business School

AC300		Financial Accounting I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	C	30 (15)	90% Exam, 10% Coursework	
2	Canterbury	Whole Year	C	30 (15)	70% Exam, 30% Coursework	

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:

- identify the professional and regulatory environments within which financial statements are prepared.
- define the conceptual framework underpinning the preparation of financial statements.
- manipulate financial data and analyse financial performance.
- record and summarise economic events through double entry bookkeeping and prepare financial statements.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- exercise independent and self-managed learning.
- communicate effectively to a variety of audiences and/or using a variety of methods.
- critically evaluate arguments and evidence.
- retrieve information from a variety of sources.

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)
Essay of 1000 words (10%)
VLE Test 1 (10%)
VLE Test 2 (10%)

Reassessment method:

100% examination

Preliminary Reading

Thomas, A & Ward, A. (2019) Introduction to Financial Accounting, London: McGraw Hill Education, ISBN: 9781526803009

Kaplan Publishing (2020) ACCA Financial Accounting (FA), Kaplan Publishing, Wokingham, Berks, ISBN: 9781787406131

Benedict, A & Elliot, B (2011) Financial Accounting an Introduction, Harlow: Prentice Hall, ISBN: 9780273688853

Synopsis *

This is an introductory module to introduce students to the role and evolution of accounting

Topics to be covered may include: single entry accounting; double entry bookkeeping; financial reporting conventions; recording transactions and adjusting entries; principal financial statements; institutional requirements; auditing; monetary items; purchases and sales; bad and doubtful debts; inventory valuation; non-current assets and depreciation methods; liabilities; sole traders and clubs, partnerships, companies; capital structures; cash flow statements; interpretation of accounts through ratio analysis; problems of, and alternatives to, historical cost accounting.

AC507		Management Accounting II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

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1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework

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

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

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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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CB3013 Introduction to Innovation Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	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 an understanding of key areas of innovation in contemporary business;
- identify established and emerging approaches to innovation management;
- identify and discuss drivers for business change;
- demonstrate an understanding of the challenges faced by organisations as they seek to innovate.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate the initiative and research skills to evaluate and synthesise information;
- demonstrate an ability to organise and present an analysis;
- communicate information, ideas and solutions using a variety of communication techniques at an appropriate level for the audience;
- demonstrate initiative and personal responsibility in working and studying independently.

Method of Assessment

Main assessment methods:

- Individual briefing – 500 words (20%)
- Group presentation (20%)
- Individual Essay – 2000 words (60%)

Reassessment methods:

100% coursework

Preliminary Reading

Flowers, S., Meyer, M., Kuusisto, J. (2017) Capturing the Innovation Opportunity Space, London: Edward Elgar

Schwab, K (2016) The Fourth Industrial Revolution, London: Portfolio Penguin.

Tidd, J., Bessant, J (2013) Managing Innovation: Integrating Technological, Market and Organizational Change, Chichester: John Wiley

Von Hippel, E (2016) Free Innovation, London: MIT Press

Synopsis *

This module is designed to expose students to contemporary innovation management issues and the choices that businesses have to make when dealing with them. This module will explore the historical context, current perspective and emerging issues for innovation management in business organisations, including the challenges and opportunities they face. Indicative topics of the module are:

- The role of innovation in business models
- Linear and non-linear approaches to innovation
- Open and Closed approaches to innovation
- The key role of Users in innovation
- Managing innovation processes in contemporary organisations
- The digital age

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CB3015 Principles of New Venture Creation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 44

Total private study hours: 256

Total module study hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an understanding of the role entrepreneurs play in global and local economies, as well as the evolving nature of entrepreneurship.
- Demonstrate an understanding of the skills and attributes that make up entrepreneurial behaviour.
- Develop skills and expertise relevant in the initial stages of starting new ventures, including market research, opportunity creation and recognition, and creative problem solving.
- Prepare creative content to communicate the process of ideation in new venture creation.
- Exploit innovative research tools and technologies to harness untapped market opportunities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop a creative and curious approach to problem solving.
- Select and use appropriate methods to collect relevant data, based on which sound decisions in periods of uncertainties can be made.
- Work within small teams to build foundational competencies in managing project teams.
- Refine and adopt superior courses of action or thinking based on constructive self-evaluation and feedback from peers.

Method of Assessment

Main assessment methods:

Detailed Assessment Pattern Component Breakdown:

Written Individual Written Report (2500 words) 50%

Group Presentation 20%

Individual Reflective Video 30%

The group presentation must be passed in order to pass the module.

Reassessment methods:

100% coursework

Preliminary Reading

Kawasaki, G. (2015) *The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything*. Penguin Publishers.

Mullins J. (2017) *The new business road test. What entrepreneurs and investors should do before launching a lean start-up*. Pearson Publishers.

Synopsis *

This module is the first in a series of three consecutive modules (Principles of New Venture, launching a start-up and sustainable commercialisation) aimed at equipping students with knowledge and hands-on skills relevant for starting, launching and scaling a new venture, be it an independent start-up, or a new venture within an existing organisation. Principles of the New Venture provides students with a first-hand understanding and appreciation of the processes, practices and skills that are key to early stages of the entrepreneurial journey, with an emphasis on problem identification and framing. These are situated in the context of the evolving nature of entrepreneurship, and unique ways different cultures manifest these.

Students have an opportunity to engage with real-life case studies of the history of well-known ventures, and the entrepreneurs who spearheaded these projects. They also engage in activities that directly nurture the entrepreneurial mind-set, creativity and critical thinking skills. Supported by the ASPIRE team, the module will receive inputs from entrepreneurial alumni from the University of Kent, SME owners and established entrepreneurs in the Kent region and beyond. This will be through guest speakers, ideation pitches and marketing competitions. All students will be encouraged to engage with the Business Start Up Journey of ASPIRE.

Indicative topics include:

Evolving nature of entrepreneurship

How do entrepreneurs think?

What makes a successful entrepreneur?

Opportunity creation and Opportunity recognition

The business idea

The role of technology in the entrepreneurial process

Idea-market Fit: Conducting market research

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CB311 Business Skills & Employability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

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

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.

VLE: quiz (20%)

1 x online VLE quizzes (20%) testing technical aspects of the syllabus

In-course test (20%)

1 x 45 minute in-course test

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

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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 χ^2 distribution, questionnaire analysis and contingency tables
- * Correlation

CB330 Fundamentals of Financial Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
2	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

CB331 Fundamentals of Management Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	

CB343 Global Business Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	

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

1 Medway Spring C 15 (7.5) 80% Exam, 20% 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:

- Develop knowledge of the global business environment by analysing specific real-world examples.
- Understand the complexity and diversity associated with undertaking business internationally.
- Understand the premises of, and risks associated with, international business.
- Understand different approaches for competing internationally, and their advantages and disadvantages.

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

- Explain, and begin to analyse, international business situations.
- Source, select and use effectively relevant information.
- Undertake personal responsibility and self-discipline in studying independently.
- Demonstrate and enhance communication skills.

Method of Assessment

Main assessment methods:
Essay (2000 words) (30%)
VLE Test/Quiz (10%)
Exam, 2 hour (60%)

Reassessment method:
100% examination

Preliminary Reading

Morrison, J. (2017). The global business environment: Challenges and responsibilities. London: Palgrave Macmillan Education.

Pre-requisites

None

Synopsis *

The module will cover various aspects of the changing international business environment, and their impact upon business operations and strategy. It will give students an appreciation of the business difficulties faced; the variety of factors influencing the choices and compromises that have to be made in international businesses, and the implications of those for the future viability and effectiveness of the organisations concerned.

An indicative list of topics is given below:

1. Globalisation
2. External environment in a cross-border context
3. Introduction to international trade
4. Introduction to international investment
5. Global finance
6. Technology, Innovation and sustainability
7. Introduction to international entrepreneurship
8. Social responsibility and ecological environment
9. Challenges, risks and change
10. variety of geopolitical country contexts

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CB363 Economics For Business 2						
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	
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

CB365 Economics for Business 1						
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	
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of the underlying concepts, competing theories and basic principles of microeconomics.
- 8.2 Understand the effect of economic forces on business decisions, behaviour and performance.
- 8.3 Present and evaluate economic data and develop well-structured lines of economic argument, offering critical comment on the arguments of others.
- 8.4 Demonstrate a knowledge of the importance of microeconomics in understanding current business issues in the UK, Europe and internationally.

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 Communicate accurately and reliably both orally and in writing and apply other interpersonal skills.

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Method of Assessment

Main assessment methods:
On-Line Moodle Test 1 (20%)

On-Line Moodle Test 2 (20%)

Examination, 2 Hour (60%)

Reassessment methods :

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

Pre-requisites

None

Synopsis *

This module will cover the key concepts of microeconomics and theories related to the individual, firm and industry in the short and long run, underpinned by existing evidence on past and current economic trends in the UK, Europe and the rest of the world.

Indicative topics are:

Key microeconomic concepts such as opportunity cost and equity versus efficiency

Supply and demand; elasticity

Cost and revenues

Profit maximisation under different market structures

Input markets; labour and capital

CB366 Management Principles						
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	
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework with Compulsory Numeric Elements	
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework with Compulsory Numeric Elements	

Contact Hours

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

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand key theories of management.
- Understand the development of management thinking and the continuities and changes embedded in this.
- Understand the interplay between management and organisational forms.
- Understand the connection between management practices and the business environment.

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.
- Evidence interpersonal skills required for interacting within groups and small teams.
- Evidence team presentation skills.
- Plan work and study independently using relevant resources.
- Communicate effectively orally and in writing.

Method of Assessment

Main assessment methods

Group Presentation (30%)

Examination, 2 Hour (70%)

Reassessment methods

100% examination

Preliminary Reading

Mullins, L. (2013) Management & Organisational Behaviour, 10th Edition, Pearson Education

Clegg, S. Kornberger, M. Pitsis, T. (2011) Managing and Organizations: An Introduction to Theory and Practice, Third Edition. London: Sage

Buchanan, D. & Huczynski, A. (2010) Organizational Behaviour, 7th Edition, Harlow: Financial Times Prentice Hall

Fincham, R. and Rhodes P. (2005) Principles of Organizational Behaviour, 4th Edition, Oxford: Oxford University Press

Knights, D. & Willmott, H. (Eds.) (2007) Introducing Organizational Behaviour and Management, London: Thomson Learning

Watson, T. (2006) Organising and Managing Work, 2nd Edition, Essex: Pearson Education

Pre-requisites

None

Synopsis *

Management Principles aims to provide an understanding of the challenges of managing people within complex work organisations. The experience of work and employment are being affected by rapid change as a result of a number of factors including new technology, the growth of global competition and the changing demographic profiles and values of the work force. These developments are considered within an historical context. An exploration of their implications for management practices and organisational forms will also be conducted.

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 decision making within work organisations.

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CB367 Introduction to Data Analysis and Statistics for Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Department Checked

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Summarise and analyse data and present it effectively to others.
- Use statistical techniques to draw well-founded inferences from quantitative data.
- Identify sources of published statistics, understand their context and report on their wider relevance.
- Apply key mathematical formulae to calculate financial variables for decision-making.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate numeracy and quantitative skills.
- Scan and organise data and abstract meaning from information.
- Work and study independently, and utilise resources effectively.

Method of Assessment

Main assessment methods:

On-Line Moodle Test (20%)
Individual Stats Report (1000 words) (20%)
Examination, 2 Hour (60%)

Reassessment method:

100% examination

Preliminary Reading

Freeman J. et al. (2014) Statistics for Business and Economics. London: Cengage Learning

Swift L. and Piff S. (2014) Quantitative Methods for Business, Management & Finance. Basingstoke: Palgrave Macmillan

Pre-requisites

None

Synopsis *

The aim of this module is to give students a solid grounding in key statistical techniques required to analyse effectively business data and data relevant for business. Indicative content:

- Maths and statistical skills for business; revision of algebra and basic mathematical functions.
- Summarising data with histograms, bar charts, frequency distributions, measures of central tendency and dispersion.
- Spreadsheets: features and functions of commonly-used spreadsheet software including: workbook, worksheet, rows, columns, cells, data, text, formulae, formatting, printing, , charts and graphs, data management facilities,
- Probability: The relationship between probability, proportion and percent, addition and multiplication rules in probability theory and Venn diagrams.
- Common Probability Density Functions.
- Sampling and its use in inference, and applications of sampling in business management.
- Regression and correlation: scatter plots; simple regression; interpreting computer output.
- Forecasting using spreadsheets.
- Hypothesis testing using z-scores and t-scores
- Simulations- random number generation

CB373 Employability and Study Skills for Success						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

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CB374		Quantitative Methods for Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Understand fundamental topics of mathematics.

Apply key mathematical formulae to calculate financial variables for decision-making.

Use quantitative techniques to analyse the behaviour of financial markets.

Understand the context of published academic finance literature.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Demonstrate numeracy and quantitative skills.

Demonstrate ability in data analysis.

Demonstrate understanding of the application of mathematical methods.

Work and study independently, and utilise resources effectively.

Method of Assessment

Main assessment methods:

VLE Test (30%)

Examination, 2 Hour (70%)

Reassessment Instrument: 100% examination

Preliminary Reading

Bradley, T. (2013) Essential Mathematics for Economics and Business. 4th edn. Chichester: Wiley.

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management & Finance. Basingstoke: Palgrave Macmillan.

Teall, J. and Hasan I. (2002) Quantitative Methods for Finance and Investments. London: Blackwell Publishing.

Pre-requisites

None

Synopsis >

This module builds on knowledge gained from CB367: Introduction to Data Analysis and Statistics for Business. The module is designed to provide a sound mathematical and statistical foundation for studying finance. Students will learn the key mathematical and statistical tools necessary to analyse effectively financial data.

Topics covered include:

- Basics: algebra, linear equations
- Solving simultaneous linear equations
- Rates of change and Differentiation
- Optimization (minimisation-maximisation)
- Introduction to matrix algebra
- The classical simple and multiple linear regression model (estimation – inference)

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CB375 Fundamentals of Finance and Investments						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate knowledge and understanding of alternative capital budgeting techniques and the ability to evaluate investment projects using these techniques.

Demonstrate knowledge and understanding of the basics of risk and return in the context of investments and portfolio theory.

Demonstrate knowledge and understanding of various sources of short and long-term finance and the ability to determine the value of sources of long-term finance.

Demonstrate knowledge and understanding of basic theories of cost of capital and capital structure and the ability to estimate weighted average cost of capital for investment appraisal.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Research, plan, and work independently.

Effectively communicate information, arguments and analysis.

Apply quantitative and problem solving tools.

Retrieve information from a variety of sources.

Method of Assessment

Multiple Choice VLE test 1: 20%

Multiple Choice VLE test 2: 20%

2 hour end of year unseen examination: 60%

Preliminary Reading

Arnold, G. (2013) Corporate Financial Management, 5th Ed. London: Pearson Education.

Brealey, A., Myers, S., and Allen, F. (2017) Principles of Corporate Finance, Global Edition, 12th Ed. NY: McGraw Hill Education.

Clayman, M.R., Fridson, M.S., Troughton, G.H., and Scanlan, M. (2012) Corporate Finance: A Practical Approach, 2nd Edition, CFA Institute Investment Series Set, Hoboken, NJ: Wiley.

Hillier, D., Ross, S., Westfield, R., Jaffe, J., and Jordan, B. (2013) Corporate Finance, 2nd European Edition, London: McGraw-Hill.

McLaney, E. (2014) Business Finance Theory and Practice, 10th Edition, Harlow: Pearson Education.

Pre-requisites

None

Synopsis *

This module begins by looking at the role of investments and finance in an organisational context. It then considers the role of financial markets and the links between investors and businesses. Students will learn different investment appraisal techniques used in capital budgeting decisions, such as NPV and IRR. The module also covers the basics of any investment decision, such as the relation between return and risk. In the second part of the module, student will learn about short and long term sources (i.e. capital structure) of finance available to businesses and how to determine the cost and value of each source of long-term finance.

Topics covered include:

- Short-term and long term investment appraisal and capital budgeting techniques
- Estimation of return and risk in the context of portfolio theory
- Short-term finance and working capital management
- Long-term finance and the cost of each source of finance
- Capital structure and weighted average cost of capital
- Interaction of investment and financing decisions

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CB376		Introduction to Financial Markets and Instruments				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate knowledge of the history of international financial markets.

Demonstrate knowledge and understanding of various financial markets operating in an economy.

Demonstrate knowledge and understanding of various financial instruments available for trading in financial markets.

Demonstrate knowledge and understanding of concepts and principles under which financial markets operate.

The intended generic learning outcomes

On successfully completing the module students will be able to:

Demonstrate an ability to work with others to develop interpersonal and team-working skills.

Structure and develop appropriate and effective communication skills, critically and self-critically, orally or in writing.

Demonstrate numeracy, analysis, and problem solving skills.

Present relevant information in a logical and precise manner.

Method of Assessment

VLE Test (10%)

Group Presentation (20%)

Examination, 2 Hour (70%)

Reassessment methods

Reassessment Instrument: 100% examination

Preliminary Reading

Fabozzi, F. Modigliani, F. Jones, F. (2014), Foundations of Financial Markets & Institutions, International Edition, 4th Edition, Harlow: Pearson.

Madura, J. (2012), Financial Institutions & Markets, 10th Edition, Stamford, CT: South-western Cengage Learning.

Mishkin, F.S. and Eakins, S.G. (2016), Financial Markets & Institutions: Global Edition, 8th Edition, Harlow: Pearson.

Saunders, A. and Cornett, M. (2015), Financial Markets and Institutions: A Modern Perspective, 6th Edition, Columbus, OH: McGraw Hill Education.

Viney, C. Phillips, P. (2012), Financial Institutions, Instruments and Markets, 7th Edition, Columbus, OH: McGraw Hill.

Pre-requisites

None

Synopsis *

This module introduces students to different financial markets and their role in the economy. These markets include equity, bond/debt/interest rate, foreign exchange and derivative markets. In this module, students will also learn about the trading instruments used in these markets. Moreover, the module offers an exploration of current developments in the world's financial markets and institutions, including innovation, globalization, and deregulation, with a focus on the actual practices of financial institutions, investors, and financial instruments.

Topics covered include:

- The development of financial markets and instruments and their role in the economy
- Money, interest and bond markets and their major instruments
- Equity markets, their functions and instruments
- Derivative markets and their instruments
- Foreign exchange markets

2022-23 Medway Module Handbook

CB377		The Global Business Environment				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Private Study 50
Teaching 50
Work-based experience 50

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Develop knowledge of the global business environment by analysing specific real-world examples.
- Understand the complexity and diversity associated with undertaking business internationally.
- Understand the premises of, and risks associated with, international business.
- Understand different approaches for competing internationally, and their advantages and disadvantages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Explain, and begin to analyse, international business situations.
- Source, select and use effectively relevant information.
- Undertake personal responsibility and self-discipline in studying independently.
- Demonstrate and enhance communication skills.

Method of Assessment

Main assessment methods

The module will be assessed through:

- Individual essay (30%) (1500 words)
- VLE test/quiz (10%)
- Individual end of year report (60%)

Reassessment methods

- 100% coursework

Preliminary Reading

Harrison, A. (2014). Business Environment in a Global Context, Second edition. Oxford University Press, Oxford. ISBN: 9780199672585 (e-book also available).

Morrison, J. (2017). The global business environment: Challenges and responsibilities. London: Palgrave Macmillan Education.

Leslie Hamilton, L. and Webster, P. (2015). The International Business Environment, 3rd Edition. Oxford University Press, Oxford. ISBN: 9780198704195.

Pre-requisites

None

Synopsis *

The module will cover various aspects of the changing global environment. An indicative list of topics is given below:

Part A: Framing the Business Environment

- Introduction: Business Enterprise, globalisation, and institutions
- The economic environment
- The political environment
- The legal environment
- The cultural environment

Part B: Shaping International Business Activities

- International trade
- Global finance
- Technology and Innovation

Part C: Emerging Issues

- Social responsibility and ecological environment
- Geopolitical context and international risk

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CB379 Business Skills and Employability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study. The module will be taught at the Summer School (block teaching).

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate sound academic skills to complete assignments in accordance with the required academic conventions.
- Demonstrate an ability to evaluate, interpret and synthesise a wide range of information, found through independent research.
- Demonstrate knowledge and understanding of the theories underlying key employability skills.
- Use theory to inform practice by analysing and reflecting on a range of key employability skills in the context of personal development and business management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to exercise personal responsibility.
- Demonstrate the ability to research a topic independently to extract and synthesise information from a range of academic and online sources;
- Make sound judgements to distinguish between fact and opinion, what is relevant and what is not and between opposing views based upon conflicting evidence;
- Evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- Relate knowledge of theory to practice and experience to enhance employability.

Method of Assessment

Main assessment methods

Individual written essay – 1250 words (40%)

Individual report (50%)

Attendance and completion of workshop activities (10%).

Reassessment methods

100% coursework

Preliminary Reading

Boddy, D. (2013) *Management: An Introduction* (6th Edition), Harlow: Pearson

Clegg, S. Kornberger, M. and Pitsis, T. (2011). *Managing and Organizations: An Introduction to Theory and Practice*. 3rd Edition London: Sage

Cottrell, S. (2008) *The Study Skills Handbook*. (3rd. Edition), London: Palgrave Macmillan

Gallagher, K. (2013) *Skills Development for Business and Management Students*, (2nd Edition) Oxford: OUP

Hepworth, A. (2011). *Studying for your future: Successful study skills, time management and career development: A guide to personal development planning for university and college students* Bury: Universe of Learning Ltd www.UoLearn.com

Hind, D and Moss, S. (2011). *Employability Skills*. Sunderland: Business Education Publishers

Lumley M., and Wilkinson, J. (2014) *Developing Employability for Business*. Oxford: OUP

Pre-requisites

None

Restrictions

For students on a Higher and Degree Apprenticeship scheme, the module will be taught at the Summer School (block teaching).

Synopsis *

The module is intended to equip students with the intellectual skills needed to complete academic assignments as well as the personal and practical skills needed to cope with the varying demands of an academic course and the workplace. Practical skills will be developed by reflecting on theory to inform practice and lay the foundations for employability skills.

Topics the module will cover include:

- Orientation to studying at university, time management and learning styles.
- Research and cognitive development (writing essays and reports in higher education, research and referencing, plagiarism, how to make a reasoned argument, literature searches and introduction to critical and analytical thinking).
- The theories underlying personal skill development needed to achieve success at university and in the workplace (i.e. effective communication; working in groups, teamwork, problem solving, creative thinking, conflict management and negotiation).
- Personal Development Planning for Employability (including career search, CV writing, and making sense of employer skills requirements).

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CB382		Business Analysis Tools				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge of essential data analysis, modelling, and decision making in a business environment.
- Employ the necessary technical skills to structure, analyse, and solve practical decision problems using Excel spreadsheets.
- Analyse quantitative/qualitative data and present findings both in tabular and graphical form.
- Design, implement, and use simple databases.
- Use "what-if" analysis tools to analyse different business scenarios and make informed decisions.
- Carry out basic financial analysis using Excel facilities.
- Design and implement a maintainable, well documented spreadsheet model suitable for end-users

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Plan work and study independently using relevant resources
- Apply their model building, problem-solving, and numerical skills to solve everyday business problems
- Present findings in a clear, yet rigorous manner

Method of Assessment

Main assessment methods

3 x online ICTs (each 20%)

Individual Report (40%)

Reassessment methods

Reassessment: 100% coursework.

Preliminary Reading

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management and Finance (4th Edition), New York: Palgrave (ebook also available)

Winston, W. (2011) Microsoft Excel 2010: Data Analysis and Business Modeling (3rd Edition), Redmond, Wash: Microsoft Press. (ebook also available)

Pre-requisites

There are no pre or co-requisites for this module.

Restrictions

This module is to be taught as part of the new Chartered Manager Degree Apprenticeship which will be delivered by a part-time blended learning approach.

Synopsis *

A set of topics to be covered within the module are outlined below.

- Basic Spreadsheet Functionalities: Introduction to common spreadsheet features: workbooks, worksheets, menus, cells, rows, columns, data types, relative and absolute cell addressing, copying, basic formulae, naming cells, formatting, charts and graphs, printing.
- Data Management Facilities: sorting, filtering, data forms, pivot tables.
- What-If Analysis: scenario manager, goal seek, data tables.
- Basic Financial Analysis: Introduction to basic financial analysis and how to carry this out using spreadsheets: compound interest, discounting, NPV, IRR, loans and mortgages.
- Advanced Spreadsheet Functionalities: automating tasks and solving simple optimisation business problems.
- The Art of Modelling: effective methods for designing, building and testing business models

2022-23 Medway Module Handbook

CB383 Financial Accounting, Reporting and Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Private Study 50
Teaching 50
Work-based experience 50

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the link between financial accounting systems and business activities for a variety of organisations.
- Describe the role and limitations of financial reporting in providing useful information to decision makers.
- Produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.
- Illustrate the various influences on the financial reporting process and how they impact on the annual report and accounts of UK listed companies, in particular, and why there is a need for regulating the practice of financial reporting.
- Analyse a set of financial statements and be able to explain the limitations of techniques of analysis.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate coherent writing skills on management and accounting issues.
- Plan work, manage time and study independently.
- Retrieve and communicate information from a variety of sources.

Method of Assessment

Main assessment methods

Individual practical accounting report based on a case study (2500 words) – 60%

2 x VLE multiple choice tests (20% each)

Reassessment methods

100% coursework

Preliminary Reading

Atrill, P. and McLaney, E. (2015), Accounting and Finance for Non-Specialists (9th Ed), Harlow: FT Prentice Hall. (ebook also available)

Pre-requisites

None

Restrictions

This module is to be taught as part of the new Chartered Manager Degree Apprenticeship which will be delivered by a part-time blended learning approach

Synopsis *

The module will begin with an introduction to the link between business and accounting in order to show the value to the students of their having some knowledge of accounting. The module is designed to teach students how to prepare, read and interpret financial information with a view to their being future business managers rather than accountants.

The module will continue with a brief demonstration of double-entry bookkeeping. Students will not be examined on this, it is merely to put bookkeeping and accounting in context. Following on from this, students will be shown how to prepare financial statements from a trial balance and make adjustments to the figures given by acting on information given in a short scenario.

The regulatory framework of financial reporting will be considered as will the annual reports and accounts of a variety of organisations. The module will finish with an analysis of financial statements with students shown how to interpret data and make sensible recommendations

CB384 The International Business Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

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1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework with Compulsory Numeric Elements
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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 knowledge of the international business environment by analysing specific real-world examples.
- Understand the complexity and diversity associated with undertaking business internationally.
- Understand the premises of, and risks associated with, international business.
- Understand different approaches for competing internationally, and their advantages and disadvantages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Explain, and begin to analyse, international business situations.
- Source, select and use effectively relevant information.
- Undertake personal responsibility and self-discipline in studying independently.
- Demonstrate and enhance communication, presentation and teamwork skills.

Method of Assessment

Main assessment:

Group Presentation – 20 minutes: (20%)

Online VLE Moodle Test: (10%)

Individual report (2500words): (70%)

Students must pass the group assessment to ensure all learning outcomes for this module are successfully completed.

Reassessment Method:

Reassessment will be by 100% coursework

Preliminary Reading

Bartlett, C. A., Ghoshal, S. and Birkinshaw, J. (2004). Transnational management: Text, cases, and readings in cross-border management. 4th edn. New York: McGraw-Hill/Irwin

Czinkota, M., Moffett, M. and Rokainen, I. (2014). Fundamentals of International Business. New York: Wessex Inc.

Griffin, R. W., and Pustay, M. W. (2015). International Business: A Managerial Perspective. 8th edn. New Jersey: Pearson Prentice Hall

Hamilton, L. and Webster, P. (2015). The International Business Environment. 3rd edn. Oxford: Oxford University Press

Harrison, A. (2014). Business Environment in a Global Context. Oxford: Oxford University Press

Hill, C. W. L. (2016). International Business: Competing in the Global Marketplace (Global Edition). New York: McGraw-Hill/Irwin

Pre-requisites

None

Synopsis *

The module will cover various aspects of the changing international business environment, and their impact upon business operations and strategy. It will give students an appreciation of the business difficulties faced; the variety of factors influencing the choices and compromises that have to be made in international businesses, and the implications of those for the future viability and effectiveness of the organisations concerned.

An list of topics is given below:

- Globalisation: Definition, Evolution, Implications for countries, firms and people
- The International Business Environment: World Institutions, Patterns of International Trade and FDI Activities
- The Triad: European Union, United States, Japan - Investment, Trade, Relations
- Developing and Emerging Economies: Opportunities and Challenges
- Cultural Frameworks for International Business
- Entry Modes: Theory and Practice
- Internationalisation Theories
- International Expansion Strategies
- International Stakeholders – Ethical Issues

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CB385		Business Analysis In Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	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:

- Identify and apply a range of quantitative tools, including data collection and analysis, interpretation and extrapolation.
- Select appropriate quantitative methods to assist in the solving of business problems.
- Construct and apply quantitative models to describe and predict business scenarios using Excel spreadsheets.
- Demonstrate the application of Information and Communication Technology (ICT) appropriately and effectively in typical business applications.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Retrieve information from a variety of sources.
- Undertake independent and self-managed learning.
- Apply numerical skills and techniques in practical scenarios.
- Communicate accurately and reliably in a variety of forms the results of business analysis.

Method of Assessment

Main assessment methods:
Individual Excel Project (60%)
Individual Report (40%)

Reassessment method:
100% coursework

Preliminary Reading

Essential Reading:

Etheridge, D. (2010) Excel Data Analysis: Your Visual Blueprint for Analyzing Data, Charts, and Pivot Tables (3rd Ed.), Chichester: John Wiley & Sons.

Background Reading:

Davis, G. and Pecar, B. (2013) Business Statistics Using Excel, Second edition, Oxford: OUP.

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management and Finance, Basingstoke, Palgrave Macmillan.

Pre-requisites

CB367 Introduction to Data Analysis and Statistics for Business

Synopsis *

This module will develop core understanding and skills of using Microsoft Excel, a market leading analytical tool and software package. It covers the way in which enterprises such as businesses, not-for-profit organisations and governments utilise quantitative data to obtain insights for decision-making. Techniques will be taught and delivered with case studies and simulated datasets.

Topics to be covered include:

- Microsoft Excel functions and formulae: Nested functions, filters, lookup functions, and logical functions
- Data visualisation: Graphic operations
- Data analysis and statistical analysis: conditional formatting, Solver, Add-ins and Trend analysis
- Excel Macros: defining, recording, assigning, running and storing, etc.

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CB386		Fundamentals of Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Total Contact Hours: 33

Private Study Hours: 117

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the professional and regulatory environments within which financial statements are prepared and used
- Demonstrate understanding of performance measurement and evaluation techniques
- Manipulate and analyse financial data and financial performance
- Demonstrate understanding of short term decision-making and managing of short term finance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to undertake independent and self-managed learning
- Carry out data analysis and recommendations
- Demonstrate the ability to evaluate arguments and evidence
- Communicate a range of information, ideas and solutions effectively and at an appropriate level for the audience

Method of Assessment

Main Assessment Method;

2 hour examination (60%)

In-course test (20%)

MCQ (20%)

Reassessment Method:

100% examination

Preliminary Reading

Core textbook:

McLaney, E.J. and Atrill, P. (2017) Accounting & Finance for non-specialists, 10th ed., London: Pearson

Further indicative readings:

McLaney, E.J. and Atrill, P. (2016) Accounting and Finance: An Introduction. Harlow: Pearson

Thomas, A. and Ward, A.M. (2015) Introduction to Financial Accounting. London: McGraw Hill

Brewer, P. and Garrison, R. and Noreen, E. (2019) Introduction to Managerial Accounting, London: McGraw Hill

Garrison, R. and Noreen, E. and Brewer, P. (2018) Managerial Accounting, London: McGraw Hill

Bhimani, A., Horngren, C., Datar, S., Rajan, M. (2015) Management and Cost Accounting, Harlow: Pearson.

Pre-requisites

None

Synopsis *

This module aims to give students a better understanding of the importance of accounting in the modern world and how accounts are produced and regulated to produce meaningful information for all internal and external stakeholders.

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CB401		Modern Business and Employability Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 20
Private study hours: 130
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 a variety of business types and functions.
- Demonstrate knowledge and understanding of major forces that shape the world of modern business such as innovation and knowledge creation, technology, ethics and sustainability, internationalisation, and entrepreneurship.
- Evaluate the business environment in terms of key PESTEL influences as well as major forces shaping business developments such as sustainability, innovation and internationalisation from the perspectives of managers from various management career contexts.
- Demonstrate knowledge and understanding of theories underlying key employability skills.
- Use theory to inform practice by analysing and reflecting on a range of key employability skills in the context of personal development and business management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Research topics independently to extract and synthesise information from a range of academic and online sources to formulate and support a well-reasoned and structured line of argument.
- Make sound judgements to distinguish between fact and opinion; relevant and irrelevant information, and between opposing views based upon conflicting evidence.
- Evaluate leadership, communication, and teamwork skills
- Exercise personal responsibility.
- Relate knowledge of theory to practice and experience to enhance employability.

Method of Assessment

Main assessment methods:

- Individual report, 2500-3000 words (60%)
- MCQ Online Moodle test (15%)
- Seminar Groupwork (15%)
- VLE Employability Award (10%)

Reassessment method:

100% coursework

Preliminary Reading

Cottrell, S. (2015) Skills for Success: Personal Development and Employability London: Palgrave Macmillan
Lumley, M., and Wilkinson, J. (2014) Developing Employability for Business, Oxford: OUP
Wetherly, P. and Otter, D. (2018) The Business Environment: A Global Perspective, Oxford: OUP
Worthington, I, Britton, C., Thompson, E. (2018) The Business Environment: Themes and Issues in a Globalizing World, Pearson

Pre-requisites

None

Synopsis *

This module provides fundamental knowledge of a range of business organisations, business purpose, ownership types and stakeholder influence. It further introduces organisational structures, functional areas and the impact of the external environment on business. Furthermore, this module introduces the many factors that shape the nature of organisations operating in an increasingly complex business environment such as innovation, internationalisation, entrepreneurship, and sustainability. Module participants explore this dynamic nature of business and consider successful existence within modern organisations through studying and applying employability skills such as leadership, teamwork, and resilience.

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CB5009		Contract Law and Consumer Rights				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

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
- Understand and critically evaluate the role of contract law in facilitating and regulating the formation of business transactions.
- Demonstrate an in-depth 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 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.
- Undertake personal responsibility and self-discipline in studying independently

Method of Assessment

Main assessment methods

Problem Question- Essay (2500 words) (40%)
Examination, 2 Hour (60%)

Reassessment methods
100% examination

Preliminary Reading

Core textbook:

Riches S., and Allen, V. (2013) Keenan and Riches Business Law. 11th edn. London: Pearson

Recommended reading:

Adams, A. (2014) Law for Business Students. 8th edn. London: Pearson

MacIntyre, E. (2015) Essentials of Business Law. 5th 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.

Indicative topic areas are:

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

2022-23 Medway Module Handbook

CB5010		Marketing Analytics				
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

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 critical understanding of the role and value of information, performance measurement and customer / competitor insights in marketing.
- Understand the organisational and discursive processes through which data is translated into marketing practices.
- Use IT for marketing applications and to support information retrieval, data analysis and communication.
- Explore the international and ethical dimensions of marketing analytics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information.
- Propose solutions to problems arising from data analysis.
- Effectively communicate information, arguments and analysis in a variety of forms.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

Multiple choice questions (MCQ) (10%)
Group Video Presentation (5 minutes) (20%)
Individual project report (2000 words)(70%)

Reassessment methods:

100% coursework

Preliminary Reading

Hair, J., Ortinau, D. and Harrison, D. (2021), Essentials of Marketing Research, 5th Edition, McGraw Hill, ISBN 978-1-260-57578-1 (core reading)

Malhotra, N., Nunan, D. and Bricks (2017), Marketing Research: An applied approach, 5th edition, Pearson, 978-1-292-10312-9

Bradley, N. (2013) Marketing Research: Tools & Techniques. 3rd ed. Oxford: Oxford University Press

Grigsby, M. (2015) Marketing Analytics. A Practical Guide to Real Marketing Science. London: Kogan Page

Field, A. (2013) Discovering Statistics Using IBM SPSS Statistics. 4th ed. New Delhi: Sage

Hair, J.J., Black, W.C., Babin, B.J. and Anderson, R.E. (2010) Multivariate Data Analysis. A Global Perspective. 7th ed. New Jersey: Pearson

Winston, W.L. (2014) Marketing Analytics: Data-Driven Techniques with Microsoft Excel. Hoboken: John Wiley & Sons

Pre-requisites

BUSN3670 Introduction to Data Analysis & Statistics for Business and BUSN3710 Marketing Principles

Synopsis <span style =

This module will review contemporary approaches to marketing research design, data collection and analysis. A range of customer, market and competitor analysis techniques will be explored from conventional marketing research techniques as well as from ecommerce, geodemographic and new-media sources. Students will also develop an understanding of the importance of effective performance measurement (i.e., making marketing more accountable). Students will further develop their appreciation of market information and intelligence and acquire the specialised skills needed to plan, manage and report marketing research studies.

The indicative key topics of the module are:

- Marketing research planning and process
- Research design and data acquisition
- Qualitative and quantitative consumer research
- Data analysis

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CB513		Taxation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
2	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

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

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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.

CB514 Operations Management						
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	

CB520 Service Management						
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	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

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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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CB542 Business/Management Project						
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	
1	Medway	Whole Year	H	30 (15)	85% Project, 15% Coursework	
2	Canterbury	Whole Year	H	30 (15)	100% Project	
2	Medway	Whole Year	H	30 (15)	100% Project	

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 Business topic on which to write the report;
- identify and systematically apply appropriate tools and techniques to support the report;
- produce a report in the required format that integrates and communicates in-depth knowledge gained from the relevant programmes;
- demonstrate a comprehensive understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- identify, find, record, organise and manipulate and communicate complex knowledge relevant to the development and management of organisations;
- demonstrate an in-depth competence in time and project management;
- demonstrate enhanced transferable skills in relation to independent learning.

Method of Assessment

Progress Report (5%)
 Presentation (10%)
 Project (8000-12000 words) (85%)

Reassessment Instrument: 100% project

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

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

CB6010		Entrepreneurship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22
 Independent study hours: 128
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes:

- 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.
- demonstrate an understanding of the processes and challenges in creating and gaining support for innovative ventures and apply relevant models and theories to maximise success of these ventures.

The intended generic learning outcomes:

- work in interdisciplinary areas relating theories from different subjects.
- self-manage their learning.
- communicate effectively and convincingly using appropriate channels
- apply numeracy and IT skills appropriately.

Method of Assessment

Main assessment methods:

Individual Essay (1500 words) (30%)

Work-based project report (2000 words) (60%)

Individual Presentation (10%)

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Burns, P. (2016) *Entrepreneurship and small businesses*. Palgrave MacMillan

Carnevale, J. B., Javadian, G., Ormiston, J., Uy, M. A., & Zhan, S. (2020). Emotions and Entrepreneurship: The Road Traveled, Boundary Conditions, and New Approaches. In *Academy of Management Proceedings* (Vol. 2020, No. 1, p. 17464). Briarcliff Manor, NY 10510: Academy of Management.

Dalglish, C. and Tonelli, M. (2017) *Entrepreneurship at the bottom of the pyramid*. Routledge

Herev, G. (2015) *Winning at Intrapreneurship: 12 Labors to Overcome Corporate Culture and Achieve Startup*. G3point0 Consulting

Osterwalder A. and Pigneur Y. (2010) *Business Model Generation*. Hoboken: John Wiley and Sons

Redlich, T, Moritz, M, Wulfsberg, J. P. (2019) *Co-Creation. Reshaping Business and Society in the Era of Bottom-up Economics*. Springer International Publishing

Radjou, N. Prabhu, J.C. Ahuja, S. (2012) *Jugaad innovation: think frugal, be flexible, generate breakthrough growth*.

Pre-requisites

None

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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 module provides students with an opportunity to evaluate problems, including those of existing organisations, and offer competitive solutions.

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
- Entrepreneurship/Corporate entrepreneurship
- Small businesses and their relevance to economies.
- Creativity and entrepreneurship
- Entrepreneurial Motivation
- Entrepreneurial Marketing

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

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

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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

100% Exam

Preliminary Reading

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

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

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

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

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

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

Pre-requisites

None

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.

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CB612 New Enterprise Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	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:

- 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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CB613		Entrepreneurship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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:

- 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 to a variety of audiences and/or using a variety of methods
- work with others efficiently and effectively;
- apply numeracy and IT skills appropriately.

Method of Assessment

Main assessment methods:

Group Presentation (20%)
Online MCQ Test (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.

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CB676 Strategy Analysis and Tools						
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)	70% Exam, 30% 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:

- 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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CB679 Corporate and Business Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 128
 Contact Hours: 22
 Total: 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 business and corporate strategy
- use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business, thereby linking theory to practice
- critically examine the effects of complexity and uncertainty on strategy formation / implementation

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 to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

Individual Report 1 (1250 words) (20%)
 Group Poster (20%)
 Individual Report 2 (2000 words) (60%)

Reassessment method:

100% coursework.

Preliminary Reading

Pre-requisites

BUSN6760 Strategy Analysis and Tools

Restrictions

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

Synopsis *

This module extends students' knowledge and understanding of strategic management and strategic issues. It introduces 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 in the face of uncertainty, global strategies, knowledge-based strategies, strategies where profit is of secondary (or no) importance.

CB681 Managing Human Resources in Contemporary Organisations						
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	

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CB683		Marketing Strategy				
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%

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

2022-23 Medway Module Handbook

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

CB684 Strategic Human Resource Management						
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)	80% Project, 20% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	80% Exam, 20% 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%)
2 hour Examination (80%)

Reassessment method:
100% Examination

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

BUSN6810 Managing Human Resources in Contemporary Organisations/BUSN5013 Human Resource Management

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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.

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CB688 Decision Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	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:

- 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.

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

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

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CB698 Business Placement Report						
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	
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

2022-23 Medway 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.

CB699 Business Placement Experience						
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	
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

2022-23 Medway 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.

CB715 Business Financial Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

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CB716		Product Design and Buying				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	H	15 (7.5)	100% Coursework	
2	Medway	Spring	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:

- gain a systematic understanding of internal and external influences on buying decisions and range planning
- 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
- critically assess the impact of technology and innovation on new product development
- acquire detailed knowledge of processes and techniques for effective and sustainable supplier sourcing and management
- understand and critically assess the quality requirements of different brands for new product development and processes for quality assurance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- propose solutions to problems based on analysis and discussion/debate
- synthesise a range of concepts, knowledge and skills relating to the retail sector
- apply complex theories to practical realistic work situations in the retail sector
- undertake independent and self-managed learning
- communicate effectively within a group context

Method of Assessment

Main assessment methods:

Group presentation (30%)

Individual report – 2500 words (70%)

Reassessment methods:

Reassessment Instrument: Like for like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

Prerequisite: BUSN3710 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:

- Organisational approaches to buying and the impact on the brand
- Process models of buying
- Competitor analysis
- Impact of trends and fashion on new product development
- Impact of innovation and technology on new product development
- Range planning
- Quality strategies and quality assurance
- Supplier selection and management
- Sustainability of product sourcing

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CB717 Retail Sales Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	I	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 theories of retail change and the development of multi-channel and global retailing strategies.
- Critically evaluate the role of store visual merchandising techniques and website design, and how this contributes to corporate image and sales.
- Understand customer service management techniques and analyse the impact of different strategies.
- Critically assess the other complexities of retail management to create a shopping experience that maximises customer satisfaction in relation to staff, stock and Corporate Social Responsibility (CSR) strategies.
- Develop and apply selling skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- design, select and organise information (written and visual);
- undertake independent and self-managed learning;
- propose solutions to problems based on analysis and discussion / debate;
- make an effective contribution to organisational decision-making.

Method of Assessment

Main assessment methods:

- Individual Essay (2500 words) (70%)
- Group Presentation (30%)

Reassessment methods:

Reassessment Instrument: Like for like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

BUSN3710 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.

Indicative topics are:

The dynamics of retail management and the macro environment

Retail theories and strategic approaches

Store formats

Store location and international factors

E-Retail

Store design and visual merchandising

Store operational management

Customer service and the customer experience

Commercial management and selling skills

Case Studies of Food and Fashion retailing

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CB718 Consumer Insight

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

CB720 Business Information Systems

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	

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	

CB722 Retail Distribution and Supply Chain Management

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

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CB723		Business Valuation and Financial Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

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

Main assessment methods:

Company Group Report (1500 Words) (15%)

In-Course Test (15%)

Examination, 2 hour (70%)

Reassessment methods:

Reassessment Instrument: 100% exam

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

CB724		Critical Thinking for Contemporary Business Issues				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	
2	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic understanding of key areas of contemporary business and identify emerging issues and trends;
- critically evaluate and apply established techniques of business analysis and enquiry to current and emerging business challenges;
- identify, evaluate and discuss operational, technological, socio-economic and cultural drivers for business change and apply appropriate theories for strategic and operational responses;
- assess the roles of external bodies such as government, trade associations and NGOs in the mitigation of business impacts from external 'shocks' to the socio-economic and technological environments in which businesses operate.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate the initiative and research skills to evaluate and synthesise information at the forefront of the discipline, using material such as primary sources and current research;
- demonstrate an ability to organise and present an analysis as a considered viewpoint, including the ability to apply critical thinking to a range of competing theories and frameworks;
- communicate complex information, ideas and solutions both orally and in writing at an appropriate level for the audience;
- demonstrate initiative and personal responsibility in working and studying independently.

Method of Assessment

Main assessment methods:

Individual Executive Brief – 1500 words (30%)

Individual Essay – 3500 words (70%)

Reassessment method:

100% coursework

Preliminary Reading

Cottrell, S. (2011). Critical Thinking Skills: Developing Effective Analysis and Argument. Basingstoke: Palgrave MacMillan

Flowers, S., Meyer, M., Kuusisto, J. (2017) Capturing the Innovation Opportunity Space, London: Edward Elgar

Schwab, K (2016) The Fourth Industrial Revolution, London: Portfolio Penguin.

Sheffi, Y. (2005). The Resilient Enterprise: Overcoming Vulnerability for Competitive Advantage. London: MIT Press

Taleb, N. (2010). The Black Swan: The impact of the highly improbable. London: Penguin

Tidd, J., Bessant, J (2013) Managing Innovation: Integrating Technological, Market and Organizational Change, Chichester: John Wiley

Von Hippel, E (2016) Free Innovation, London: MIT Press

Pre-requisites

None

Synopsis *

This module is designed to expose students to contemporary business innovation management issues and the strategic and operational choices that businesses have to make when dealing with them. This module will explore the historical context, current perspective and emerging issues for contemporary businesses, including the challenges, opportunities and threats they face. External speakers will be invited to address the students on specific issues of relevance to their businesses. Indicative topics of the module are:

- Disruption
- The role of innovation in the creation of sustainable business models
- Open and User innovation
- Managing the risks of innovation
- Digital innovation

CB725		Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

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

Total Contact Hours: 21

Private Study Hours: 129

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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.
- Demonstrate understanding, and use, of advanced scheduling and costing software applications

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to select and apply appropriate theory to practical situations and to understand contemporary challenges.
- Read, understand and produce reports within the discipline.
- Demonstrate initiative and personal responsibility in working and studying independently.
- 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%

Individual Written Report – 3,000 words: 60%

Reassessment method:

100% Coursework

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

CB726 Leadership and Corporate Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Employ theories, concepts and frameworks to identify and reflect upon strategic management issues and problems.
- Understand the role of leadership for successful strategic management in organisations.
- Identify and evaluate various strategic options.
- Use an extended range of tools and frameworks to conduct a full strategic analysis of an organisation/business.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Find, select, organise and synthesise complex information at the forefront of the discipline.
- Organise and present an analysis as a considered viewpoint.
- Think critically, including the capability to evaluate statements in terms of evidence.
- Conduct research into issues involving strategic management in organisations.

Method of Assessment

Main assessment methods
Individual poster (30%)
Examination, 2 hour (70%)

Reassessment methods
100% examination

Preliminary Reading

Cummings, S. & Angwin, D. (2015) *Strategy Builder*. Chichester: Wiley
Johnson, G. et al. (2014) *Exploring Strategy: Text and Cases*. 10th edn. Harlow: Pearson Education
Yukl, G. (2012) *Leadership in Organizations*. 8th edn. Harlow: Pearson Education

Class readings will also be taken from academic journals, business magazines and newspapers, e.g.:

Academy of Management Journal
Academy of Management Review
Harvard Business Review
International Journal of Management Review
Journal of Management
Strategic Management Journal

Pre-requisites

None

Synopsis *

Leadership and Corporate Strategy aims to provide an understanding of strategic analysis, strategic decision-making and strategic processes within organisations. The module content comprises two complementary components. The first involves the understanding and learning of the main strategic management concepts and theories. The second implies its application in organisations.

These two core components of the course are then divided into four main sections:

- 1) Strategy development: comprising topics on how strategies are developed;
- 2) Strategic decision-making: introducing students to concepts and theories on strategic methods; evaluation (including risk assessment and management), and implementation and change;
- 3) Strategic context: introducing issues of leadership and their impact on strategy;
- 4) Strategic content: comprising topics on management issues such as resource management.

Topics on this module include:

- 1) Strategic leadership
- 2) Identification of strategic issues and options
- 3) Evaluation of strategic options
- 4) Implementation of strategic options

For each of these topics the students will be introduced to the main concepts and theories. Further to that, contemporary issues of businesses and case studies will be used to show how these concepts affect the strategic management of organisations.

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CB727		Marketing and the Value Chain				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

CB728		Intermediate Management Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

CB729		Enterprise and Entrepreneurship				
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	

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:

- Create an innovative business venture (enterprise) and apply key areas of a business model to evaluate critically its potential viability and long-term sustainability.
- 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.
- Develop a critical awareness of theories underlying the growth and development of enterprises and the stages of the entrepreneurial process.
- Apply theory to practice by leveraging theoretical insights for the development of the innovative enterprise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate initiative and time-management balancing group-working with independent study.
- Enhance problem-solving skills by identifying potential issues with the aim of finding workable solutions.
- Further develop report writing skills.
- Develop the ability to structure and develop appropriate and effective communication, critically and self-critically

Method of Assessment

Main assessment methods:

Group Pitch (20%)
 Business Report (3000 words) (80%)

Reassessment methods:

100% coursework

Preliminary Reading

Stokes D. and Wilson N. (2021) Small Business Management and Entrepreneurship. 8th edn. Cengage Learning EMEA.
 Burns, P. (2018) New Venture Creation: A Framework for Entrepreneurial Start-ups. Second Edn. Palgrave.
 Osterwalder A. and Pigneur Y. (2010) Business Model Generation. A Handbook for Visionaries, Game Changers, and Challengers Hoboken: John Wiley and Sons.
 Mullins J. (2017) The New Business Road Test: What entrepreneurs and executives should do before launching your lean start-up. 5th edn. Pearson.
 Dashinsky A. (2020) Generating Product Ideas: Actionable Techniques for Finding New Business Ideas. Independently Published.

Pre-requisites

Synopsis *

A synopsis of the curriculum:

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 indicative topics of the module are:

- Factors that have influenced the growth of the enterprise culture in the UK.
- The role and relevance of SMEs in the UK economy; definitions of SMEs; statistical information; Government policies and initiatives, and support agencies.
- Whether entrepreneurs are born or made; whether enterprise skills can be taught or learned, and whether entrepreneurs differ from business owners and other managers.
- Enterprise and innovation development in organisations.
- Differences in attitudes, objectives, skill requirements and business strategies between small and large firms.
- Surviving the early stages of business development, including failure rates in new and small enterprises and barriers to growth and development.
- The planning process for starting a new venture – including risks and liabilities; problems and pitfalls, and potential profit and success.
- The protection of ideas and intellectual capital.
- Funding a new enterprise, including via 'friends, family and fools', business angels and venture capitalists.
- Enterprise in different contexts, including corporate enterprise, public sector enterprise and social enterprise.

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CB730 Intermediate Financial Accounting						
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:

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

Method of Assessment

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

Preliminary Reading

Core Textbook:

Benedict, A. and Elliott, B. (2011) Financial Accounting An Introduction 2nd edn. Harlow: Prentice Hall

Further indicative readings:

Thomas, A. and Ward, A.M. (2012). An Introduction to Financial Accounting. 7th edn London: McGraw-Hill, London

Britton, A. and Waterston, C. (2010). Financial Accounting. 5th edn. Harlow: Prentice Hall

McLaney, E.J.and Atrill, P. (2012). Accounting an Introduction London: Pearson

Pre-requisites

CB330 Fundamentals of Financial Accounting

Synopsis */span>

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

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

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

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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	

CB742		Creating Your Own Enterprise				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 128

Contact Hours: 22

Total: 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 financial processes relevant to a new business venture and/or enterprise.
- Apply a critical understanding of the legal implications of developing a new business.
- Demonstrate through the production of a Business Plan/Presentation the understanding of the planning processes for implementing the proposed venture and/or enterprise.
- Apply established marketing processes relevant to a new business venture and/or enterprise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Co-operate with others in the acquisition and application of useful information.
- Communicate information, ideas, problems and solutions effectively using appropriate media to both specialist and non-specialist audiences.
- Demonstrate initiative and personal responsibility in working and studying independently.
- Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding to initiate and carry out a project.

Method of Assessment

Main assessment methods:

Team case study analysis (2000 words) (15%)

Individual Business elevator Pitch (Presentation) (5 mins) (15%)

Individual Business Plan (3000 words) (70%)

Reassessment methods:

100% coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

Prerequisite BUSN3710 Marketing Principles

2022-23 Medway Module Handbook

Synopsis *

The understanding and application of enterprise knowledge is seen as a transferable skill that can have cross-division 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.

Indicative areas of study are:

- Why firms become insolvent – economic financial and operational reasons for business failure; risks & liabilities; skills requirements for business ownership; self-development planning; sources of advice, and support for businesses.
- The new business planning process and format - developing and evaluating the business idea and producing a business plan for potential lenders.
- 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.
- 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
- 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.
- Planning and employing staff - planning and obtaining premises; physical and financial resources, and the phased implementation of the business plan.
- Commercial Presentation – prepare and facilitate a commercial business presentation on a newly created venture
- Financing of the venture- Understanding different sources of financing start-ups, understanding the benefits, shortcomings, and requirement of each method

CB743 Human Resources and Organisational Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
2	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

The module will be taught by lectures, seminars, PC lab 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:

- Critically evaluate and apply the theory of strategic human resource management (HRM) and its links with wider theories.
- Critically evaluate the links between strategic HRM and business strategy.
- Critically assess the role of strategic HRM in the performance of organisations.
- Through an analysis of case study materials, critique current issues in organisational behaviour (OB) and HRM in a variety of work settings.
- Critically evaluate and apply the theory of organisational wellbeing, particularly related to mental health/stress in the workplace and as part of strategic human resource management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an ability to organise and present an analysis as a considered viewpoint.
- Demonstrate the ability to apply critical thinking to a range of competing theories and frameworks.
- Demonstrate an ability to find, select, organise and synthesise complex information.
- Demonstrate initiative and personal responsibility in undertaking independent and self-managed learning.

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Method of Assessment

Main assessment methods

Individual Essay – 3,000 words (40%)

Exam – 2 hour, unseen, closed book – (60%)

Reassessment methods

Reassessment will be by 100% closed book 2 hour examination

Preliminary Reading

Core textbook:

Clegg, S. R., Kornberger, M., and Pitsis, T. (2011). *Managing and organizations: An introduction to theory and practice*. London: Sage

Further indicative readings:

Redman T. and Wilkinson A. (2013). *Contemporary Human Resource Management: Text and Cases*. London: FT Prentice Hall

Robbins, S. P., and Judge, T. A. (2001). *Organizational Behavior*. New Jersey: Pearson

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

Beardwell, J. and Claydon, T. (2010). *Human Resource Management: A Contemporary Approach*. 6th edn. London: FT Prentice Hall

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

Pre-requisites

CB697 - Managing People and Teams

Synopsis *

The aims of this module are to develop an insight into the key concepts and theories of human resource management (HRM) and organisational behaviour (OB). It will develop in students an understanding of the links between HRM policies and practices and organisational performance, and the factors that influence the management of employees

Content will include:

- 1) An introduction to Human Resource Management (HRM) and Organisational Behaviour (OB)
- 2) Strategic HRM
- 3) Performance Management
- 4) Strategic Recruitment and Selection
- 5) Leadership
- 6) Power, Politics and Decision Making
- 7) Making the business case for diversity
- 8) Organisational Culture and International HRM
- 9) Pay, Performance and Reward
- 10) Managing Innovation and Change
- 11) HRM and Ethics

CB754		Corporate Social Responsibility				
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	

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CB760		Business Law and Employment Rights				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Lectures 22
Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of the English Legal System and methods of dispute resolution in the UK.
- 8.2 Understand and critically evaluate the impact of legal obligations on individuals and businesses to those with whom they owe a duty of care.
- 8.3 Demonstrate knowledge and understanding of the legal structure governing business organisations.
- 8.4 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:

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

Method of Assessment

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

Reassessment methods
100% examination

Preliminary Reading

Core textbook:
Riches S., and Allen, V. (2013) Keenan and Riches Business Law. 11th edn. London: Pearson

Recommended reading:

Adams, A. (2014) Law for Business Students. 8th edn. London: Pearson
Horsey, K and Rackley, E. (2015) Tort Law. 13th edn. Oxford: Oxford University Press
MacIntyre, E. (2015) Essentials of Business Law. 4th edn. Oxford: Oxford University Press
Pitt, G. (2016) Employment Law. 10th edn. Yorkshire: Sweet and Maxwell
Wild, C. and Weinstein, S. (2016) Smith and Keenan's Company Law. 17th edn. London: Pearson

Pre-requisites

None

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.

The module covers the following topic areas:

- The English Legal System, Legal Process and Dispute Resolution;
- 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

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CB761		Strategic Marketing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	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 systematic understanding of the theoretical frameworks and processes in strategic marketing.
- Make strategic decisions by assimilating and combining different types of industry and market research information to develop marketing strategies for domestic and international markets.
- Evaluate arguments and/or propositions and make judgments that can guide the development of marketing plans and decision-making.
- Demonstrate integrative understanding of the main parameters of managerial problems and develop strategies for their resolution.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate argument, assumptions and data to make reasoned judgments and to frame appropriate questions to achieve a solution.
- Apply a variety of problem-solving tools and methods.
- Effectively communicate the solutions arrived at, and the thinking underlying them, in verbal and written form.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

VLE test (20%)
Group Presentation ((Podcast-Pre-recorded -10 mins) (20%)
Individual report (3000 words) (60%)

Reassessment methods:

100% coursework

Preliminary Reading

Marketing Strategy: Based on First Principles and Data Analytics by Robert Palmatier & Shrihari Sridhar 2017
West et al. (2015) Strategic Marketing: Creating Competitive Advantage. 3rd edn. Oxford: Oxford University Press.
Keller, K. L. (2015) Strategic Brand Management: building, measuring, and managing brand equity. 4th edn. Boston: Pearson

Kotler, P., and Keller, K. L. (2015) A Framework for Marketing Management. 6th edn. Boston: Prentice Hall

McDonald, M. and Wilson, H. (2016) Marketing plans: how to prepare them, how to use them. 8th edition. Chichester, John Wiley & Sons. [ISBN-10: 111921713X

Pre-requisites

BUSN3710 Marketing Principles

Synopsis *

This module examines recent developments in marketing thinking and market strategy development. It focuses on the dynamic aspects of market strategy development, and current issues such as relationship and Internet marketing.

Indicative topics of the module are:

- Define Strategic Marketing: A First Principles Approach and assessment requirements
- Approaches and Framework for Managing Customer Heterogeneity: STP approach & Positioning Maps
- Approaches and Framework for Managing Customer Dynamics: Customer Mapping
- Managing Sustainable Competitive Advantage (SCA): Branding, Offering and Innovation, Relationship and digital marketing strategies
- Managing Resources Trade Off
- Building Strategic Marketing Analytics Capabilities
- Overview and Implementation of the 4 Strategic Marketing Principles

2022-23 Medway Module Handbook

CB764		Asset/Liability Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate experience in implementing concepts and techniques relating to the management of cash assets and liabilities held on a bank balance sheet.
- Formulate policy and develop a coherent strategic plan for a bank's liquidity management and liabilities mix.
- Apply knowledge and techniques learned in the module to successfully manage interest-rate risk in the Banking Book.
- Demonstrate a systematic understanding of the effectiveness of corporate governance practice in a bank, and the role of the bank asset-liability committee (ALCO).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Research, plan, and work independently.
- Effectively communicate information, ideas, and solutions to both specialist and non-specialist audiences.
- Apply quantitative and problem solving techniques to complete or abstract data.
- Critically evaluate arguments and assumptions, and make judgements to offer alternative solutions.

Method of Assessment

Main assessment methods

Exam - two-hour, unseen and closed book: 70%

VLE – 45 minutes. Each student will have a window of 24 hours in which to take the test: 30%

Reassessment methods

Reassessment will be on a like-for-like basis.

Preliminary Reading

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

Hull, J., (2012). Risk Management and Financial Institutions, 3rd edition, Hoboken, NJ: Wiley.

Pre-requisites

Co-requisites: BUSN7690 Risk Management

Synopsis *

Asset-liability management is an important discipline in banking, and one that must be mastered by every bank in the world, irrespective of its operating model or product suite. Every bank in the world possesses a Treasury desk that is responsible for managing the balance sheet asset-liability mix and liquidity risk management.

This module aims to cover the following topics:

- Asset-Liability Management: strategic ALM and balance sheet management
- Treasury Target Operating Model and reporting line
- Constructing the bank internal funding curve
- Liquidity risk management
- Capital management and strategy
- Securitisation and balance sheet management
- Investor relations and credit ratings

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CB765		Corporate Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

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 knowledge and critical understanding of various practical issues related to capital budgeting techniques and the ability to apply these techniques in project appraisal under uncertainty.
- Demonstrate knowledge and critical understanding of portfolio theory and Capital Asset Pricing Model in the context of financial markets investments.
- Value debt and equity sources of finance as well as estimation of the cost of capital, all in the presence of taxes.
- Demonstrate knowledge and critical understanding of various factors that affect dividend policy decision.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Research, plan, and work independently.
- Communicate effectively to a variety of audiences and/or using a variety of methods.
- Apply quantitative and problem solving techniques to complete or abstract data.
- Critically evaluate arguments and assumptions and make judgements to offer alternative solutions.

Method of Assessment

Main assessment methods:

VLE Test – 10%

Group Report – 2000 Words: 20%

Examination – two-hour: 70%

Reassessment methods:

100% Examination

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Arnold, G. (2019) Corporate Financial Management, 6th Edition. London: Pearson Education

Berk, J.B. and Demarzo, P.M. (2019) Corporate Finance, 5th Edition. Harlow: Pearson Education.

Clayman, M.R., Fridson, M.S., Troughton, G.H., and Scanlan, M. (2012) Corporate Finance: A Practical Approach, 2nd Edition, CFA Institute Investment Series Set, Hoboken, N.J.: Wiley.

Hillier, D., Ross, S., Westfield, R., Jaffe, J., and Jordan, B. (2021) Corporate Finance, 4th European Edition, London: McGraw-Hill

McLaney, E. (2017) Business Finance Theory and Practice, 11th Edition, Harlow: Pearson Education

Pre-requisites

BUSN3750 Fundamentals of Finance and Investments; BUSN3760 Introduction to Financial Markets and Instruments

Synopsis *

This module advances the topics learnt in BUSN3750 Fundamentals of Finance and Investments. In this framework, the module considers the impact of inflation, capital rationing, and taxation in capital budgeting decisions along with the understanding and use of sensitivity analysis in the context of risk in project appraisal. It then proceeds to introduce risk free asset in portfolio formation and concludes with learning about Capital Asset Pricing Model. Students also learn about the impact of taxes on capital structure and weighted average cost of capital. The module also covers another (in addition to investment and financing decisions) major financial management decision, that is, the dividend policy of the firm. Finally, the students also learn about mergers and acquisitions in the context of corporate restructuring. In sum, this module aims to cover the following topics:

- Impact of inflation, capital rationing and taxation on investment appraisal and capital budgeting techniques
- Risk free rate, portfolio theory, and Capital Asset Pricing Model
- Impact of taxes on costs of different sources of finance
- Capital structure and weighted average cost of capital in the presence of taxes
- Dividend based valuation and factors affecting dividend decision

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CB766		Derivatives				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and critical understanding of common derivative instruments, their characteristics and potential uses.

8.2 Use derivative instruments for risk management and arbitrage purposes.

8.3 Demonstrate knowledge and critical understanding of how to value forward, futures, and options contracts.

8.4 Value derivative instruments using alternative methods.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Research, plan, and work independently.

9.2 Understand risk management and arbitrage techniques.

9.3 Apply quantitative and problem solving techniques to complete or abstract data.

9.4 Critically evaluate arguments and assumptions, and make judgements to offer alternative solutions.

Method of Assessment

Main assessment methods

VLE test: 10%

MCQ in-course test – 45 minutes: 20%

Examination - two-hour, unseen: 70%

Reassessment methods

100% examination

Preliminary Reading

- Hull, J. C. (2011), Fundamentals of Futures and Options Markets, 7th Edition, London: Pearson Education

- Brealey, A., Myers, S., and Allen, F. (2017) Principles of Corporate Finance, Global Edition, 12th Edition. New York: McGraw Hill Education

- Hillier, D., Ross, S., Westfield, R., Jaffe, J., and Jordan, B. (2013) Corporate Finance, 2nd European Edition, London: McGraw-Hill

- Pirie, W.L. (2017) Derivatives, CFA Institute Investment Series, Chichester: Wiley.

Pre-requisites

BUSN3750 Fundamentals of Finance and Investments; BUSN3760 Introduction to Financial Markets and Instruments

Synopsis *

This module is concerned with derivative securities used by the investors for hedging (risk management), speculation and arbitrage purposes. In this module students learn about various derivative instruments such as forwards, futures and options contracts on a range of different underlying assets. These underlying assets could be physical assets such as commodities (gold, oil, etc.) or financial securities (currencies, stocks, etc.). Students also learn about how these derivative instruments are valued. The main focus behind the use of these derivatives would be from risk management perspective.

More specifically, this module aims to cover the following topics:

- Types of derivative instruments and their characteristics

- Forward contracts and their valuation

- Futures contracts and their valuation

- Options contracts and their valuation

- Uses of derivatives in portfolio management

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CB767		Financial Econometrics				
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

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a comprehensive knowledge and understanding of the fundamentals of the statistical theory underlying basic econometric models and techniques.

8.2. Formulate and validate econometric models to test financial theories and hypotheses.

8.3 Critically apply relevant knowledge and IT skills to analyse financial data and draw conclusions regarding the behaviour of financial markets.

8.4 Comprehend and critically evaluate the use of econometrics in the published academic finance literature.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Select and critically apply a variety of econometric techniques, both autonomously and collaboratively.

9.2 Undertake modelling of data using statistical software.

9.3 Demonstrate numeracy and problem solving skills for the interpretation and manipulation of quantitative data

9.4 Effectively communicate information, arguments and analysis to both specialist and non-specialist audiences.

Method of Assessment

Main assessment methods

Eviews VLE Test : 20%

Examination – 2 hours: 80%

Reassessment methods

100% examination.

Preliminary Reading

Essential reading:

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

Other reading:

Patterson, K. (2000). *An Introduction to Applied Econometrics: A Time Series Approach*. Andover: Palgrave.

Wooldridge, J. M. (2016) *Introductory Econometrics: A Modern Approach* (6th Ed.), Boston, MA: Cengage Learning.

Pre-requisites

BUSN3740 Quantitative Methods for Finance.

Synopsis *

The module aims to give students a solid understanding of the basic econometric tools that are often used in the empirical finance literature. The module also develops the IT skills of the students so that students are able to implement sophisticated statistical techniques to model, analyse and forecast financial data by means of Eviews (econometric software). Students will also improve their ability to critically evaluate the use of econometrics in the academic finance literature.

Topics covered include:

- Dummy variables in linear regression models
- Time series models (ARIMA models)
- Forecasting
- Unit root tests
- Simulation analysis

2022-23 Medway Module Handbook

CB768		Behavioural Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 33

Private Study Hours: 117

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an understanding of the key theoretical and empirical literature in behavioural finance.
- Critically evaluate behavioural explanations for anomalies that exist in the financial markets.
- Critically analyse, compare and discuss financial theories.
- Provide an alternative perspective to traditional finance theory.
- Demonstrate an understanding of implications and limitations of behavioural finance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate arguments and assumptions, and make judgements to offer alternative solutions.
- Develop, analyse and synthesise complex material relevant to financial issues.
- Plan work, use relevant sources and study independently.
- Effectively communicate information, ideas, and solutions to both specialist and non-specialist audiences.

Method of Assessment

Main assessment methods

Individual Essay- 2000 words: 30%

Examination – two-hour, closed book, unseen: 70%

Reassessment methods

Reassessment will be on a like-for-like basis.

Preliminary Reading

- Ackert, L.F. and Deaves, R. (2009). Behavioural Finance: Psychology, Decision-Making and Markets. Independence, KY: South-Western Cengage Learning. ISBN-10: 0324661177. ISBN-13: 9780324661170
- Forber W. 2009. Behavioural Finance. Chichester: John Wiley & Sons. ISBN 9780470028049
- Shleifer, A. (2000). Inefficient Markets: An introduction to Behavioural Finance. Oxford: Oxford University Press. ISBN: 9780198292272

Pre-requisites

Co-requisite: BUSN7720 Portfolio Management

Synopsis *

The module introduces behavioural finance as an approach to explain the decisions and behaviour that take place within financial markets through psychological theory and evidence. The module will discuss the theoretical and empirical limitations of traditional finance theory and introduce the foundations of behavioural finance. The module will examine behavioural explanations for anomalies that exist in the financial markets and students will gain an understanding of the inherent implications, in addition to limitations of behavioural finance. The module will examine the theory and evidence on Efficient Market Hypothesis, evidence of inefficiency, and will cover psychological research. Topics will include:

- The efficient Market Hypothesis: Theory and evidence
- Issues surrounding finance theories
- Behavioural explanations for anomalies
- Bubbles, herding, momentum
- Investor sentiment: Over and under reaction
- Limits to arbitrage, evidence of inefficiency
- Prospect theory

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CB769		Risk Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical knowledge and systematic understanding of the overall context of, the need for, and good practices in risk management in professional financial practice and in business organisations
- Demonstrate critical knowledge and systematic understanding of risk assessment methodology, specifically risk measurement techniques based on financial and statistical models related to a variety of markets.
- Demonstrate critical knowledge and systematic understanding of risk management techniques for different types of risk, with and without the use of derivative securities.
- Identify hedging, speculation and arbitrage, communicate effectively quantitative estimates of risk, and efficiently implement quantitative methods for risk measurement on real-world data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Explain and summarize complex concepts in a non-technical manner.
- Think conceptually and critically analyse situations involving uncertainty.
- Understand some of the challenges involved in linking theory and real-world practice, and the need to recognise the complexity of situations by qualifying one's conclusions.
- Approach problems positively using numerical and quantitative approaches.
- Source, plot, analyse and present data.

Method of Assessment

Main assessment methods

Exam – two hour, unseen, closed book: 70%

Group Quantitative Project - 2000 words 20%

Individual Report - 500 words: 10%

Reassessment methods

Reassessment will be on a like-for-like basis.

Preliminary Reading

- Christoffersen, P. F., (2012). Elements of financial risk management, 2nd edn. Oxford: Academic Press
- Hull, J. C. (2015). Risk management and financial institutions, 4th edn. Hoboken, NJ: Wiley

Pre-requisites

BUSN7670 Financial Econometrics and BUSN7660 Derivatives

Synopsis *

The module begins with motivations for risk management in general and then covers the practice of risk management. In particular, students are introduced to the current thinking on governance and regulatory systems, followed by industry practices for managing certain common types of risk. Critical evaluation of these practices is incorporated where applicable.

Topics covered in this module include:

- Introduction to general risk management theory, how and why it generates value
- A taxonomy of risks, including Market Risk, Credit Risk, Liquidity Risk, Operational Risk, Model Risk, Regulatory Risk, Legal/Contract Risk, Tax Risk, Accounting Risk, and Political Risk.
- Introduction to Governance and Regulation
- Standard measures of risk
- Risk measurement for security portfolios
- Hedging techniques using financial derivatives
- Evaluation of hedging performance

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CB770		Financial Modelling				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

This module employs lectures, labs, and private study.

Total Contact Hours: 31

Private Study Hours: 119.

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.
- 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:

- Manage their own learning and make use of appropriate resources and demonstrate the acquisition of the study skills needed for continuing professional development.
- Understand and critically evaluate logical arguments, identifying the assumptions made and the conclusions drawn.
- Communicate complex arguments and conclusions reasonably accurately and clearly.
- Apply advanced IT skills to analyse and solve complex problems.

Method of Assessment

Main assessment methods

Individual quantitative report – 1000 Words: 30%

Excel Based Project – 2500 Words: 70%

Reassessment methods

Reassessment will be on a like-for-like basis.

Preliminary Reading

Core Reading

Benninga, S. (2014) Financial Modelling, 4th edition. Cambridge, Mass.: MIT Press.

Recommended Reading

Holden, C.W. (2015) Excel Modelling in Investments. 5th edition, London: Pearson.

Fairhurst, D.S. (2015) Using Excel for Business Analysis: A Guide to Financial Modelling Fundamentals, Edition Revised for Excel 2013, Chichester: Wiley.

Pre-requisites

BUSN7750 Investment Analysis, BUSN7650 Corporate Finance

Synopsis *

This module will examine how Excel can be used for financial data analysis. Students will already be familiar with the financial concepts from earlier modules. A brief revision of each financial concept will be presented during the lectures while students will apply the financial techniques in Excel during the lab hours. 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
- Technical Analysis
- Binomial option pricing, Black-Scholes model.

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CB771		International Financial Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 118

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 terminology used in international financial management.
- Demonstrate a critical understanding of the key foreign exchange parity relationships and their relevance to the management of exchange rate risk.
- Demonstrate a critical understanding of the role of international currency markets in the determination of economic outcomes.
- Systematically identify and critically understand the major financing patterns of multinational enterprises and the reasons for their patterns.
- Critically apply a range of techniques to a series of opportunities aimed at raising finance and investing in an international environment.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse, compare, discuss and evaluate evidence and hypotheses.
- Plan work, use relevant sources and study independently.
- Effectively communicate and critically apply numeracy and quantitative skills.
- Effectively use communication and information technology.

Method of Assessment

Main assessment methods

Individual Essay- 2000 word: 30%

Examination- two hour, unseen: 70%

Reassessment methods

Reassessment will be on a like-for-like basis.

Preliminary Reading

Eun, C.S. and Resnick, B.G. (2017) International Financial Management, 8th Edition, London: McGraw-Hill Education

Madura, J. and Fox, R. (2014) International Financial Management, Andover: Cengage Learning.

Shapiro, A.C. (2014) Multinational Financial Management, Hoboken, NJ: Wiley.

Pre-requisites

BUSN7650 Corporate Finance

Synopsis *

This module analyses the key financial decisions made by multinational companies (MNCs) and provides international perspectives to financial problems facing multinational corporations. Real life case studies and interesting debate questions will help students to develop a critical understanding of the financial decisions made by MNCs. This requires, among other things, a systematic knowledge of (i) the international financial environment, (ii) the exposure of MNCs to different types of risk and (iii) the cost related to various financial decisions made by MNCs. Topics examined in the module include:

- International financial environment
- International money and capital markets
- Analysis of foreign exchange risk exposure
- Capital budgeting; foreign direct investment
- Cost of operation, investing, and financing decisions

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CB772		Portfolio Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

This module employs lectures, seminars and private study.

Total Contact Hours: 32

Private Study Hours: 118.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate systematic knowledge, understanding and critical awareness of the theory in portfolio management.
- Demonstrate a comprehensive understanding of the techniques applicable to solve problems in portfolio management.
- Appreciate recent developments and methodologies in portfolio management and the links between the theory and their practical application and to critically evaluate such methodologies.
- Demonstrate a comprehensive understanding of the current issues relevant to the portfolio management industry.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a logical mathematical approach to solving problems in portfolio management.
- Effectively, communicate information, ideas, and solutions to both specialist and non-specialist audiences.
- Demonstrate an ability to use relevant information technology.
- Demonstrate an ability in time management, working with others, organization and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

Main assessment methods

Group project – 3000 Words: 40%

Group presentation: 20%

2 x In-course tests: 40%

Reassessment methods

Reassessment will be on a like-for-like basis

Preliminary Reading

Core reading:

Keith, B.C. and Frank, R.K. (2011). Analysis of Investments and Management of Portfolios. Boston, MA: Cengage Learning.

Recommended reading:

Bodie, Z., Kane, A. and Marcus, A.J. (2014). Investments, Global Edition. Columbus, OH: McGraw-Hill Education.

Project Management Institute (2013). The Standard for Portfolio Management, Project Management Institute Inc, Pennsylvania, USA.

Pre-requisites

BUSN7750 Investment Analysis

Synopsis *

This module provides students a solid foundation on key topics of portfolio management, which covers various categories of portfolios and constructing portfolios targeting given objectives. The content includes:

- The Investment Policy Statement
- Modern Portfolio Management Concepts, Asset Classes, and International Diversification
- Management of Individual/Family Investor Portfolios
- Management of Institutional Investor Portfolios
- Economic Analysis, Setting Capital Market Expectations, and Industry Analysis
- Asset Allocation, Risk Aversion and Optimal Risky Portfolios
- Portfolio Construction and Revision, Portfolio Theory and Practice
- Performance Evaluation of Portfolio Management

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CB773 Financial Reporting and Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 33

Private Study Hours: 117

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate a comprehensive knowledge and understanding of the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used.

8.2 Demonstrate a comprehensive knowledge and understanding of the technical language and practices employed in recognition, measurement and disclosure in financial statements in the UK and internationally.

8.3 Perform company financial analysis and valuations using corporate financial statements and other relevant financial data.

8.4 Critically evaluate arguments and evidence in company financial statements and valuations.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Understand and evaluate arguments and evidence.

9.2 Analyse the financial performance and position of a business.

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

9.4 Demonstrate ability to undertake independent and self-managed learning.

Method of Assessment

Main assessment methods

Exam – 2 hour, unseen, closed book (70%)

Individual Essay – 1,500 words (30%)

Reassessment methods

100% examination

Preliminary Reading

Essential reading:

Elliot, B, Elliott, J. (2015) Financial Accounting and Reporting. 17th edn. London: Prentice Hall

Palepu, K.G. Healey, P.M. and Peek, E. (2013) Business Analysis and Valuation: Text and Cases. IFRS Edition, Mason: Thompson South Western

Other reading:

Alexander, D Britton, A Jorissen, A, Alexander, D. (2011) International Financial Reporting 5th edn. Andover: Cengage Learning

Holmes, G. Sugden, A. and Gee, P. (2008) Interpreting Company Reports and Accounts, 10th edn. London: Prentice Hall

Pre-requisites

CB330 Fundamentals of Financial Accounting and CB367 Introduction to Data Analysis and Statistics for Business

Synopsis *

The module aims to provide students with a thorough understanding of the financial accounting techniques at an advanced level and gain an appreciation of the regulatory and social environment within which financial reporting takes place. They will also be able to analyse corporate financial statement information and to make performance evaluations and investment decisions.

Topics covered include:

- Conceptual framework of financial reporting
- Financial Reporting environment
- Off Balance sheet financing
- Group Accounting
- Ratio analysis
- Economics of valuation and valuation models
- Financial reporting model

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CB774		International Banking				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 33

Private Study Hours: 117

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1. Demonstrate knowledge and critical understanding of the bank's financial statements which helps them in evaluating the bank's financial condition.

8.2. Demonstrate knowledge and critical understanding of the international banking environment and operations of banks from a global perspective.

8.3. Demonstrate knowledge and critical understanding of the role, function and consequences of regulation and lack of regulation.

8.4. Demonstrate knowledge and critical understanding of the dynamic nature of inter-relationships between bank risk taking and regulation in the context of 2007/2008 global financial crises.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1. Research, plan, and work independently.

9.2. Effectively, communicate information, ideas, and solutions to both specialist and non-specialist audiences.

9.3. Critically evaluate arguments and assumptions, and make judgements to offer alternative solutions.

Method of Assessment

Main assessment methods

Examination: two-hour, unseen and closed book: 70%

Group Report: 2,000 words: 30%

Reassessment methods

100% examination

Preliminary Reading

Casu, B., Girardone, C. and Molyneux, P. (2015), Introduction to Banking, 2nd Edition. Harlow: Pearson Education Limited.

Finel-Honigman, I. (2015) International Banking for a New Century. New York, Routledge

Saunders, A. and Millon Cornett, M. (2017) Financial Institutions Management: A Risk Management Approach. 9th Edition. Columbus, OH: McGraw-Hill.

Pre-requisites

BUSN3760 Introduction to Financial Markets and Instruments

Synopsis *

In the wake of the largest economic crisis in recent times many causes have been proposed for the turmoil. At the centre of the argument is banks' excessive risk-taking behaviour, especially through abundant lending, over-leveraging and dramatic expansion in the usage of credit transfer products in the years leading up to the crisis. On the policy side, incompetence of regulators overseeing the banking system is voiced. Therefore, understanding the banking business and regulation from an international perspective is of paramount importance to prevent future economic crises that may be caused by banks. In this perspective, the module examines the different types of banks, their financial features and risk in banking. It introduces several international banking activities that link national financial markets globally. Particular focus is placed on the importance of regulation from an international perspective through Basel accords.

Topics covered in this module include:

- Introduction to financial intermediation
- Activities of International Banks and relationship banking
- Banks' balance sheet and income statement
- Perceptions of the global banking before/after 2007/08 financial crisis
- Income structure and balance sheet of banks and bank risks: Retail vs. Investment banks
- International activities of banks: Syndicated lending and asset securitisation
- Bank regulation and supervision: Basel I, II and III
- The 2007/2008 global banking crisis: Causes, the aftermath and implications for banks and regulators

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CB775		Investment Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1. Demonstrate knowledge of the investment environment, asset classes and financial instruments.
- 8.2. Demonstrate understanding of trading process and key players in the financial markets.
- 8.3. Demonstrate critical assessment of theoretical pricing models.
- 8.4. Demonstrate knowledge of valuation techniques for equity, fixed-income instruments and derivative contracts.
- 8.5. Demonstrate knowledge of CFA Institute Code of Ethics and Standards of Professional Conduct.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Plan work, use relevant sources and study independently.
- 9.2. Apply quantitative and problem solving techniques to complex financial data.
- 9.3. Synthesise arguments and assumptions, and make judgements to offer alternative solutions.
- 9.4. Demonstrate effective communication skills.

Method of Assessment

Main assessment methods

Exam – Two Hours, closed book: 70%

Group Report – 2000 words: 30%

Reassessment methods

100% examination

Preliminary Reading

Core reading

Kane, A., Marcus, A. and Bodie, Z. (2016). Essentials of Investments, 10th Edition, Columbus, OH: McGraw-Hill Education ISBN 9780077835422.

Codes, Standards, and Position Papers, Standards of Practice Handbook. (2014). 11th Edition, London: CFA

Additional reading

Fabozzi, F. and Markowitz, H. (2011). The theory and practice of investment management. 2nd Edition. Hoboken, NJ: John Wiley and Sons.

Reilly, F. K. and Brown. C.K. (2011). Investment Analysis and Portfolio Management. 10th Edition. Boston, MA: Cengage Learning.

Pre-requisites

BUSN3760 Introduction to Financial Markets and Instruments

Synopsis *

The module will introduce students to the investment environment providing an explanation of the major types of markets in which the securities trade, the trading process and the main players in these markets. It will then follow with a detailed discussion of asset classes, such as stocks, bonds, real estate, commodities and so on. The module will also include a discussion on the asset pricing theories (capital asset pricing model, arbitrage pricing theory and multifactor models). It will mainly focus on the valuation techniques of financial securities, in particular stocks, bonds, and derivative contracts. The module will also introduce students to the CFA Institute Code of Ethics and Standards of Professional Conduct.

Topics to be included in this module are as follows:

- Investment Environment
- Asset classes and financial instruments
- Trading of Securities
- CFA Institute Code of Ethics and Standards of Professional Conduct
- Review of Equilibrium in Capital Markets (Capital Asset Pricing Model, Efficient Market Hypothesis, Arbitrage Pricing Theory, Multifactor models)
- Technical and Fundamental Analysis
- Security Analysis: Macroeconomic and industry analysis
- Equity Valuation Models
- Financial Statement Analysis
- Bond prices and yields
- Term structure of interest rates
- Derivative contracts

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CB776		Alternative Investments				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 32

Private Study Hours: 118

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical knowledge and systematic understanding of the hedge fund industry: Its structure and approaches to operations as well as key investment strategies.
- Demonstrate critical knowledge of various commodities and understand how to operate in such markets: The potential benefits of commodity investments including their links to hedging and diversification.
- Demonstrate critical knowledge and understanding of various real estate investments: The potential to enhance portfolio investment strategies as well as the related risk analysis.
- Demonstrate critical knowledge and understanding of private equity methods of investment: The risks and potential returns of such investment strategies including venture capital and leveraged buyouts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse, compare, discuss and critically evaluate various alternative investment strategies
- Develop suitable communication skills using appropriate formats
- Apply both quantitative and qualitative techniques for solving problems
- Work effectively and efficiently both independently
- Work effectively and efficiently within a team

Method of Assessment

Main assessment methods

Group Written Report- 2000 words: 30%

Examination – two-hour, closed book, unseen: 70%

Reassessment methods

Reassessment will be on a like-for-like basis.

Preliminary Reading

Core Reading

Anson, M. J. P. (2006). Handbook of Alternative Assets. 2nd Edition. Chichester: John Wiley & Sons.

Anson, M. J. P., Chambers, D. R., Black, K. H., and Kazemi, H. (2012). CAIA Level I: An Introduction to Core Topics in Alternative Investments. 2nd Edition. Chichester: John Wiley & Sons.

Anson, M. J. P., Fabozzi, F. J., and Jones, F. J. (2011). The Handbook of Traditional and Alternative Investment Vehicles: Investment Characteristics and Strategies. Chichester: John Wiley & Sons.

Baker, K., Filbeck, G. (2013). Alternative Investments: Instruments, Performance, Benchmarks and Strategies. Chichester: John Wiley & Sons.

Additional Reading

Brueggeman, W.B. & Fisher, J. (2016) Real Estate Finance and Investments. Columbus, OH: McGraw-Hill

German, H. (2005) Commodities and Commodity Derivatives: Modelling and Pricing for Agriculturals, Metals and Energy. Chichester: John Wiley & Sons

Lhabitant F.S., (2006) Handbook of Hedge Funds. Chichester: John Wiley & Sons

Stefanini, F. (2006) Investment Strategies of Hedge Funds Chichester: John Wiley & Sons

Tamvakis, M.N. (2015) Commodity Trade and Finance. 2nd Edition. Abingdon: Informa Routledge

Pre-requisites

BUSN7650 Corporate Finance and BUSN7750 Investment Analysis

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Synopsis *

The curriculum considers the alternative investment techniques available in the global financial markets. Portfolio analyses will be extended to include focuses on commodities, real estate, private equity and hedge funds. The module will include an investigation of the underlying rationale for such investment types as well as providing an understanding of the construction and management of relevant strategies.

The syllabus will typically cover:

- Introduction to Alternative Investments and their characteristics
- Hedge Fund Strategies
- Investing in Commodities
- Real Estate investment instruments
- Private Equity / Venture Capital Valuation
- Formulation and implementation of various active and passive investment strategies, as well as the analysis and management of risks associated with particular strategies.

CB777 Fixed Income Securities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 33

Private Study Hours: 117

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of the operations in money and bond markets and appraise the more recent developments in these markets.
- Demonstrate their ability in calculation and manipulation and capability to deploy accurately established approaches to analyse similarities and differences, and solve problems in various financial areas.
- Critically apply key aspects of Fixed Income Securities in well-defined contexts, showing judgement in the selection and application of tools and techniques.
- Demonstrate conceptual and critical understanding of the advantages and disadvantages of financial approaches in bond valuation and structuring and managing a diversified fixed-income portfolio.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Manage their own learning and make use of appropriate resources and demonstrate the acquisition of the study skills needed for continuing professional development.
- Understand and critically evaluate logical arguments, identifying the assumptions made and the conclusions drawn.
- Effectively, communicate information, ideas, and solutions to both specialist and non-specialist audiences.
- Apply advanced IT skills to analyse and solve complex problems
- Work effectively and efficiently within a team

Method of Assessment

Main assessment methods

Group Written Report - (2,000 words).

Exam: Two Hours, Unseen: 70%

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 written report.

Reassessment methods

Reassessment will be 100% examination.

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Preliminary Reading

Core Reading

- Fabozzi, F. (2013) Bond Markets, Analysis and Strategies, 8th Edition. London: Prentice Hall.
- Pettitt, B. S., Pinto, J.E. and Pirie, W.L. (2015), Fixed income analysis. 3rd Edition, CFA Institute, Hoboken, NJ: John Wiley & Sons.

Recommended Reading

- Arnold, G. (2015). FT Guide to Bond and Money Markets. London: FT Publishing International.
- Fabozzi, F.J. (2007). Fixed Income Analysis. Second Edition. Hoboken, NJ: Wiley.
- Martellini, L., Priaulet, P., & Priaulet, S. (2005). Fixed-income securities: valuation, risk management and portfolio strategies. Hoboken, NJ: Wiley.
- Tuckman, B. and Serrat, A. (2011). Fixed Income Securities: Tools for Today's Markets. 3rd Edition. Hoboken, NJ: Wiley.

Pre-requisites

BUSN7750 Investment Analysis

Synopsis *

The world of fixed-income markets is becoming increasingly more complex with debt instruments that have varied payoffs structures and fixed-income derivatives that are growing in size and complexity. As a result of the 2007-2008 global financial crisis many key players in the fixed-income markets either collapsed (Bears Stearns and Lehman Brothers), or were bailed out by governments (Freddie Mac, Fannie Mae, the Royal Bank of Scotland, Lloyds TSB, and HBOS, etc.). Hence, the aim of this module is to provide an introduction of the complex nature of fixed-income markets and securities and a discussion on the forces affecting prices and risks of such instruments. The module will also include a discussion on the appropriate management techniques to hedge the risks associated with fixed-income instruments.

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).

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CB784 Service and Supply Chain Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Total Contact Hours: 21

Private Study Hours: 129

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a systemic understanding of service and supply chain management, and recognise their contribution within an organisation.

8.2 Utilise theories, concepts and frameworks to critically analyse and evaluate service and supply chain management problems.

8.3 Understand decision making in relation to service and supply chain management and its application to managing projects and events; capacity and demand; controlling, and improving quality.

8.4 Utilise appropriate concepts and models sufficiently to investigate problems, evaluate solutions and present recommendations.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Organise and present a critical analysis of complex systems relating to the field internationally.

9.2 Find, select, organise and synthesise complex management information.

9.3 Understand how to contribute effectively to organisational decision-making.

9.4 Present complex arguments clearly and consistently, orally and in writing.

Method of Assessment

Group project (20%)

VLE Test (20%)

Two-hour, unseen and closed book end-of-year examination (60%)

Reassessment method:

Examination 100%

Preliminary Reading

Fitzsimmons, J.A., and Fitzsimmons M.J., (2008). *Service Management*. 6th edn. New York: McGraw-Hill.

Hill, A. and Hill, T. (2017). *Essential Operations Management*. 2nd edn. Basingstoke: Palgrave.

Johnston, R., Clark, G., and Shulver, M. (2012). *Service Operations Management: Improving Service Delivery*. 4th edn. London: Pearson.

Pre-requisites

None

Synopsis *

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within supply chain and service management, and to learn how to evaluate the alternatives and make recommendations. Topics include:

- The nature of services and service strategy
- Supply chain management
- Managing quality within supply chains
- Service development and technology
- Service quality and the service encounter
- Project/Event management and control
- Managing capacity and demand in services

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

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 (5 minute) (100%)

Reassessment methods

100% coursework

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.

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CB791 Employability for Stage 2 Business Programmes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	5 (2.5)	100% Coursework	
1	Medway	Whole Year	I	5 (2.5)	Pass/Fail Only	

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 (5 minute) (100%)

Reassessment methods

100% coursework

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.

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CB793 Employability for Stage 3 Business Programmes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	5 (2.5)	100% Coursework	
2	Medway	Whole Year	H	5 (2.5)	Pass/Fail Only	

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

Self-reflection using the Graduate Attribute benchmark questionnaire – 500-700 words equivalence (100%)

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

Reassessment methods

100% coursework

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](https://www.prospects.ac.uk/financialcareers)

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.

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CB796 Corporate Social Responsibility						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	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 systematic understanding of the concept of corporate social responsibility, sustainability, business ethics and their increase significance for organisations.
- Apply key concepts, theories and frameworks related to social responsibility in different contexts.
- Critically assess the suitability and applicability of contemporary business and societal responses to environmental, social and economic challenges for sustainable development.
- Critically understand the key issues that organisations face in the design and implementation of socially responsible programmes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate initiative and personal responsibility in working and studying independently.
- Demonstrate competence in time and project management through independent research that demonstrates transferable skills of independent learning.
- Address problems relating to conflicting interests by developing accountable priorities to address concerns of multiple stakeholders.
- Demonstrate critical reflection in developing a deeper appreciation of social issues and proposed solutions.
- Demonstrate ability to communicate information, ideas and solutions effectively.

Method of Assessment

Main assessment methods:

Individual reflective assignment (2000 words) (40%)

Individual report (3000 words) (60%)

Reassessment method:

100% coursework

Preliminary Reading

Crane, A. and Matten, D. (2016) Business Ethics 4th edn. Oxford: Oxford University Press

Crane, A., Matten, D. and Spence, L. J. (2013) Corporate Social Responsibility: Readings and Cases in a Global Context. 2nd edn. Routledge: London.

Pre-requisites

None

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 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 of contemporary social issues in business by highlighting the importance of a collaborative approach with internal and external stakeholder groups.

Indicative topics are:

- Business Ethics
- Corporate Social Responsibility
- Sustainability
- Social responsibilities of sectors and industries
- Stakeholders of organisations, including:
 - Employees
 - Suppliers
 - Competitors
 - Shareholders
 - Civil society
 - Government
- Implementation of socially responsible and sustainable programmes and initiatives

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CB797		Digital Consumer				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 21

Private Study hours: 129

Total hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an in-depth understanding of the impact of the digital marketplace on consumers and consumer behaviour, from both theoretical and practical perspectives.
- Demonstrate a comprehensive understanding of the role of consumer insight in retail marketing practices and building of strategic consumer relationships.
- Demonstrate a critical understanding of the different international culture traits, noting the implication for business.
- Critically evaluate the use of digital marketing communication tools for acquiring, converting and retaining customers in the international retail context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate argument, assumptions and data to make reasoned judgements.
- Apply a variety of problem solving tools and methods both autonomously and collaboratively.
- Effectively communicate the solutions arrived at, and the thinking underlying them, to a variety of audiences in a variety of methods
- Demonstrate an ability to work pro-actively with others to formulate solutions.

Method of Assessment

Main assessment methods:

Group podcast, 5 minutes of audio (25%)

Individual written report 3,000 (75%)

Reassessment methods:

100% coursework

Preliminary Reading

Essential reading

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

Chaffey, D. and Smith, P. R. (2017). Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing, 5th Edition, New York: Routledge. ISBN-10: 1138191701

Background Reading

Close, A. (2012), Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail, New York: Routledge. ISBN-10: 1848729693.

Cochoy, F., Hagberg, J., Hansson, N. and McIntyre, M.P. (2017), Digitalizing Consumption: How devices shape consumer culture, New York: Routledge.

Pre-requisites

None

Synopsis *

This module examines the key factors that influence the digital consumer, including social networks and virtual communities. It identifies the importance of developing campaign content aimed at specific market segments and how campaigns can be measured.

Topics to be covered are likely to include:

- Introduction to consumer behaviour across cultures
- The digital marketplace and its impact on consumers
- Online consumer behaviour
- e-CRM and managing the customer experience
- Generational differences in digital responsiveness
- Global multichannel retailing
- Analysis of the causes of failure in international retail brand development

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

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

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

Reassessment method:
100% examination

Preliminary Reading

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

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

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

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

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

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

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

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

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

Pre-requisites

None

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Synopsis *

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

Topic that may be included are as follows:

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

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

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

VLE test (15%)
Group Presentation (15%)
Individual Report (3500 words) (70%)

Reassessment method:

100% Coursework

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Preliminary Reading

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

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

Students are advised to read from the following journals:

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

Pre-requisites

None

Synopsis *

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

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

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

Contact Hours

Private Study: 128
Contact Hours: 22
Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Reflect on their own skills, knowledge and practice, and to ensure their own continuing self-development.
- Communicate effectively to a variety of audiences and/or using a variety of methods.
- Develop research, analytical, evaluative and critical thinking skills.

Method of Assessment

Main assessment methods:

Individual Report 1 (1000 words) (20%)
Individual Report 2 (3000 words) (80%)

Reassessment method:

100% Coursework

Preliminary Reading

Pre-requisites

None

Synopsis *

This module advances students' knowledge on core innovation management theories and new product development practice. It is based around understanding of the nature of sustainable innovation and ability to identify the relevance and potential for sustainable innovation in value-creating, consumer-driven businesses. Indicative topics may include:

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

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

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

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

The intended generic learning outcomes

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

VLE Test: 20%

Individual Assignment (1500 words): 30%

Data Analysis Report (up to 2500 words): 50%

Reassessment method:

100% coursework.

Preliminary Reading

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

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

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

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

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

Pre-requisites

None

Synopsis *

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

Three indicative areas of the module could include:

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

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

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

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

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CB9123 Professional Skills and Employability Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Reflect critically upon own professional skills and employability prospects.
- Develop advanced knowledge of leadership skills in business and management linked to their career ambitions.
- Demonstrate independent learning ability required for continuing professional development.
- Demonstrate an advanced knowledge of relevant career theory and how this applies to practice and experience to enhance employability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Individual Reflective Essay (2000 words) (50%)
Personal Pitch 10 minutes video presentation (50%)

Reassessment methods: Like for like

Preliminary Reading

Core text:

Cottrell, S. (2015), Skills for success: the personal development planning handbook, 2nd edition, Basingstoke: Palgrave Macmillan.

Additional Reading

Pattison, L. (2013). Professional skills and employability, Harlow: Pearson, Higher Education

Williams, K., Woolliams, M. & Spiro, J. (2012) Reflective writing Pocket studies skills, Basingstoke: Palgrave MacMillan.

Synopsis *

This module aims to develop the skills and knowledge necessary for enhanced employability for postgraduate students.

Subjects covered will typically include:

- Employability skills and career theory
- Personal skills analysis
- Management skills development
- Insights into Career opportunities relevant to course of study
- Navigating the job application process: Psychometric tests, interviews, assessment centres, and presentations
- Finding your consultancy project/internship/industrial placement opportunity

2022-23 Medway Module Handbook

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

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate advanced understanding of the theoretical frameworks and processes in strategic management and performance measurement.
- Critically apply appropriate strategic frameworks to plan and monitor corporate performance.
- Critically apply relevant knowledge and judgement in selecting and applying strategic techniques in different business contexts and to contribute to the evaluation of the performance of an organisation and its strategic development.
- Demonstrate a critical awareness of current developments and new insights in strategic management and performance measurement.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Apply a variety of problem solving tools and methods autonomously.
- Effectively communicate their conclusions, and the thinking underlying them in written form.
- Demonstrate an ability to work proactively to formulate solutions.

Method of Assessment

Main assessment methods

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

Reassessment Method:
100% Exam

Preliminary Reading

Johnson et al. (2019). Exploring Strategy. Text and Cases. 12th edn. Harlow: Pearson Education Ltd.
Bourne, M. and Bourne, P. (2011). Handbook of corporate performance management. Chichester: Wiley.

Synopsis *

This module aims to provide an advanced understanding of the role of strategic management in organisations, relating to the strategic analysis, decision-making and processes within and between organisations in different business contexts. Through studying this module students develop critical awareness of current developments and new insights in strategic management and performance measurement.

Indicative topics may include:

Defining corporate strategy; the strategy context; strategy formulation; resource-based strategy; corporate and business strategy; performance measurement (tools and techniques).

2022-23 Medway Module Handbook

CB9132 Digital and Social Media Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic and comprehensive understanding of technologies and software used in the capture, processing, design and production of digital content and services.
- Critically evaluate and apply appropriate technologies and tools in social media management in different contexts.
- Provide advice on how organisations can use digital media effectively for stakeholder engagement, product and service promotion and crisis response strategies.
- Demonstrate advanced and critical knowledge of the process of design and development of digital and social media strategic campaigns.
- Demonstrate understanding of the key characteristics of new media communications and platforms in different contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information.
- Effectively communicate information, arguments and analysis in a variety of forms
- Demonstrate an ability to critically identify issues and formulate solutions.
- Use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods:

Individual design plan, 2000 words (40%)
Individual development report, 3000 words (60%)

Reassessment methods:

100% coursework

Preliminary Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital marketing: Strategy, implementation and practice. 6th ed. Pearson. ISBN-10: 0273746103

Scott, D. (2017). The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases & viral marketing. Newark: John Wiley & Sons, Incorporated. Print ISBN: 9781119070481

Cochoy, F., Hagberg, J., Hansson, N. and McIntyre, M.P. (2017), Digitalizing consumption: How devices shape consumer culture. 1st ed. New York: Routledge. ISBN: 1138124893

Cameron-Kitchen, T. and Ivanescu, Y. (2015). Profitable social media marketing: How to grow your business using Facebook, Twitter, Instagram, LinkedIn and more. 1st ed. CreateSpace Independent Publishing Platform. ISBN: 1519611927

Brogan, C. (2010) Social media 101: Tactics and tips to develop your business online, 1st ed. Wiley: Hoboken, N.J. ISBN-10: 0470563419

Pre-requisites

None

Synopsis *

Social media and information applications are transforming business. This module introduces students to the practice and strategy development of digital and social media design. The module uses a practical approach; students will learn and apply design skills to support digital marketing activities. Contemporary social media issues and business cases will be introduced and discussed.

Indicative topics to be covered are likely to include:

- Applications of digital media tools and technologies
- The challenges and opportunities of digital social media
- Interactive online/Internet marketing activity implementation strategy and planning
- Designing strategic online messages, campaign planning for digital media
- Social media campaign management
- eWOM management
- Mobile technologies and social media
- Social media analytics and tools
- Economic, cultural and political factors that influence online social media design

2022-23 Medway Module Handbook

CB9137 Principles of Digital and Social Media Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	
1	Medway	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	
1	Medway	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic and comprehensive understanding of the emerging social paradigm fueled by the rise of digital technologies, along with the resultant opportunities, challenges and other implications for marketing practices.
- Critically evaluate and explain the implications of value generation through digital marketing and social media from both theoretical and practical perspectives.
- Critically reflect on the relationship between traditional and digital marketing practices.
- Demonstrate a critical awareness of the main innovations and research directions in digital technology and marketing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Analyse complex business situations by synthesising a variety of sources and pitch solutions.
- Demonstrate effective relationship skills and professionalism.
- Effectively present information and formulate and deliver logical and precise arguments.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main Assessment methods:

Individual project 80%:

- E-portfolio 20%
 - Individual report, 2500 words (60%)
- Group written report, 1500 words (20%)

Reassessment methods:

100% coursework

Preliminary Reading

Essential Reading

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

Recommended reading

Roberts, M. and Zahay, D. (2013). Internet Marketing: Integrating Online and Offline Strategies, 3rd Edition. Cengage Learning. ISBN-10: 1133625908

Ryan, D. (2016). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation, 4th Edition, Kogan Page. ISBN-10: 0749478438

Synopsis *

This module introduces students to the fast-moving world of digital marketing technologies and their applications. It presents theoretical frameworks and models which are relevant to digital marketing practice. It examines the development of supporting technologies for digital marketing and explores digital channels and their suitability for inclusion for effective integrated online and offline marketing programmes and campaigns.

Indicative topics to be covered are likely to include:

- Introduction to digital and social media marketing
- Online marketplace analysis
- Digital marketing strategy
- The impact of digital media and technology on the marketing mix
- Relationship marketing using digital platforms
- Delivering the online customer experience
- Campaign planning for digital media
- Marketing communications using digital media platforms
- Evaluation and improvement of digital channel performance
- B2C and B2B digital marketing practice

2022-23 Medway Module Handbook

CB9188		Project Management Consultancy Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	

Contact Hours

Private Study: 292
Contact Hours: 8
Total: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate in-depth understanding and originality in the application of knowledge of the different aspects and approaches to Project Management.
- Apply Project Management tools and techniques and tailor the project management principles in accordance with the chosen topic/problem.
- Provide a systematic argument and critical analysis on how specific tools and concepts are utilised and how they relate to the practice of Project Management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate current research and advanced scholarship in the discipline, including methodologies, tools and techniques.
- Demonstrate excellent research skills and a range of qualitative and quantitative research methods that might be necessary to complete the research project.
- Demonstrate excellent writing skills and systematic argument development from research questions to relevant conclusions.
- Demonstrate a comprehensive understanding of the ethical issues that may arise during the research.

Method of Assessment

Main assessment methods:

Research Project (100% 8,000-10,000 words)

Reassessment methods:

100% project

Preliminary Reading

Pre-requisites

None

Synopsis *

This module equips students with in-depth understanding of the different aspects of and approaches to strategic project management. Students learn to apply project management tools and techniques in a systematic and analytical manner to solve practical problems that require an application-oriented thinking. This module prepares students for their respective independent research work in an organisational or industry context to provide a systematic argument and critical analysis and evaluation; and for undertaking management interventions in the workplace to provide innovative and commercially sustainable solutions. Students will make use of theoretical frameworks, secondary data, or primary data collection, where appropriate.

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

Contact Hours

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

Learning Outcomes

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

- Evaluate market opportunities and develop strategic and tactical responses.
- Critically assess and evaluate the application of marketing concepts, models and theories
- Critically analyse the use of marketing mix tools for the purposes of marketing planning.
- Critically assess contemporary issues in marketing to formulate actionable marketing strategies.

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

- Communicate effectively both orally and in writing
- Work under their own initiative.
- Identify, critically analyse and address both academic and practical problems.
- Critically formulate a considered outline of a logical case/argument.

Method of Assessment

Main assessment methods

Individual Case Study/Report (3000 words) (80%)
Mid- term quiz (20%)

Reassessment method:
100% coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

None

Synopsis *

Topics are:

- Marketing planning
- The market: understanding and analysing the marketing environment
- Segmentation, targeting and positioning
- Marketing research
- Understanding customers and buyer behaviour
- The organisation: marketing strategy and ethics
- The marketing mix (goods and services)
- New product development
- Marketing communications
- Pricing
- Marketing channels
- Contemporary issues in marketing

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CB935 Organisational Behaviour and Human Resource Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

- Demonstrate a comprehensive understanding of organisational processes relevant for their employment in a variety of work settings internationally.
- Critically analyse key aspects of organisational behaviour and human resource management in different business, corporate and international settings.
- Demonstrate a critical understanding of the key concepts, theories, policies and procedures that are commonly used by organisations worldwide in managing human resources.
- Demonstrate a critical understanding of the link between HRM strategies and policies and the broader issues of organisational performance and the business environment in different organisational settings.
- Demonstrate in-depth knowledge that the management of people is a function and task of all managers, not only personnel specialists.
- Critically assess current issues in organisational behaviour and human resource management globally.

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

- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake in-depth research into sources of academic data (journals, on-line databases etc.).
- Critically engage with academic and practitioner literature.
- Critically analyse case studies.

Method of Assessment

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

Reassessment methods
100% coursework

Preliminary Reading

Robbins & Judge (2019): Organizational Behavior, Global Edition, 18 E, ISBN – 9781292259239
Reiche, Harzing, and Tenzer (2019): International Human Resource Management, 5th Edition, ISBN - 9781526426970
Eden, L., & Gupta, S. F. (2017). Culture and context matter: gender in international business and management. Cross Cultural & Strategic Management.

Pre-requisites

None

Synopsis *

This module provides an insight into the key concepts and theories of human resource management and organisational behaviour in an international context. It aims to equip students with the skills and knowledge for gaining an in-depth understanding of the links between HRM practices and organisational performance and the factors at play when managing employees globally.

Indicative topics are:

- Strategic management and International HRM
- Diversity and Equal Opportunity in the Workplace
- Gender in International Business and Management
- Managing a Global Workforce
- Organisational Culture Reward Management: International comparisons
- Expatriate Assignments and Adjustment Process
- Globalisation and HRM
- International Compensation

2022-23 Medway Module Handbook

CB937 Financial and Management Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an in-depth understanding of the link between business and accounting in an international context and the principles upon which accounting is based
- Critically evaluate the relationship of financial reporting to the management process
- Understand the role, relevance and responsibilities of the various parties in the corporate governance process
- Analyse and critically evaluate the financial statements of global corporations and the management of their cash cycle
- Demonstrate an in-depth understanding of the differences between financial accounting and management accounting
- Demonstrate a systematic understanding of relevant costs and benefits for decisions (both short and long term) in multinational companies
- Demonstrate an in-depth understanding of internationally recognised budgeting practices and their managerial role

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Select, organise, develop and synthesis complex material
- Plan, work and study independently
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks with the minimum of guidance
- Work effectively with others

Method of Assessment

Main assessment methods

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

Group Report - The Balanced Scorecard – (3000 words) including an individual reflective account (300 words) (30%).

Reassessment method:

100% coursework

Preliminary Reading

Gowthorpe, C., (2018) Business Accounting and Finance (4th Ed) Cengage

Collier, P. M., (2015) Accounting for Managers (5th Ed) Wiley Publishing

Pre-requisites

None

Synopsis *

The module provides a basic understanding of how accounting information can be used to interpret the financial position and performance of a business in an international scenario. It will also develop key skills in relation to how accounting information can inform planning and control decisions in multinational companies. The key principles and international standards upon which financial accounting is based and the form and content of the main financial statements prepared by different types of businesses, with a focus on public limited companies will be studied. The importance of corporate governance in modern businesses and the financial situation and performance of a global corporation by means of ratio analysis will be analysed as well as the importance of cost information for decision making purposes. This module covers the key internationally recognised management accounting techniques that modern businesses use for short-term and long-term decision making.

Indicative areas of the syllabus include:

- Concepts underpinning accounting systems and financial statements
- The construction of the primary financial statements and their interpretation and evaluation
- Classification and behaviour of costs and their use in short-term and long-term decision making
- Responsibility accounting systems and performance appraisal measures, including the balanced scorecard and budgeting

13 Centre for Music and Audio Technology

CMAT301		The Science of Sound				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	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:

- 1 Demonstrate an understanding of the basic principles of sound, including sound waves and acoustics and how these relate to audio;
- 2 Utilise and understand simple mathematical and graphical methods for analyzing and measuring sound;
- 3 Demonstrate an understanding of the physiology of human hearing and the perception of sound.

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

- 1 Generate, analyse and interpret appropriate data;
- 2 Demonstrate core skills such as problem solving and decoding information;
- 3 Use IT skills, computer technology and electronic information sources.

Method of Assessment

Main assessment methods

Experiment Portfolio and Write-up (1,000 words) – 60%
 Group Presentation and Write-Up (10 minutes/500 words) – 40%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Everest, F. A., and Pohlmann, K. C. (2015). *Master Handbook of Acoustics*. New York: McGraw Hill.
 Howard, D. M. and Angus, J. (2017). *Acoustics and Psychoacoustics*. London: Focal Press
 Pohlmann, K. C. (2010). *Principles of Digital Audio*. New York: McGraw Hill.
 Rossing, T. D. and Moore, R. F. (2013). *The Science of Sound*. London: Pearson.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis

This module introduces students to important concepts that underpin sound and sound technologies, starting from an understanding of how sound is produced, how it travels and how we perceive it. The module also explores the principles by which sound can be recorded and encoded in both analogue and digital formats. Practical demonstrations and experiments are used to investigate scientific theories, providing students with a solid understanding of theory that will inform future practical work in the recording studio and with the digital audio workstation.

2022-23 Medway Module Handbook

CMAT302		Performance Stagecraft and Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

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:

1. Demonstrate an awareness of key practical and artistic features of successful professional performances;
2. Demonstrate an appropriate level of performance skill on their principal instrument of study;
3. Communicate music using musicianship, technique and stylistic language;
4. Utilise a range of psychological techniques in their practice regime such as distributed practice, mental rehearsal and strategies for individual practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques;
2. Prioritise tasks and work efficiently on a project over an extended period of time;
3. Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

Main Assessment Methods

Contribution to Workshops – 20%

Written Review of Two performances (750 words) – 20%

Final Public Performance (5-6 minutes) – 60%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Green, B & Gallwey, T. (2003). *The Inner Game of Music*. London: Pan Books

Harnum, J. (2014). *The Practice of Practice: Get Better Faster*. Chicago: Sol Ut Press.

Kageyama, N. (2017). *The Bulletproof Musician Blog*.

Available at <http://www.bulletproofmusician.com/>

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

Werner, K. (1996). *Effortless Mastery: Liberating the Master Musician Within*. New Albany: Jamie Aebersold Jazz.

Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

None

Restrictions

Not available as elective ('wild') module

Synopsis *

The module will focus upon the development of stagecraft skills (practical and artistic), supported by an understanding of psychological strategies which can streamline practice sessions and optimise performance. Students will study the key elements of professionalism in performance, including artistic communication/audience relationship; pace, choreography & stage management; control of technology; adjustment to context/venues. Skills and understanding are promoted through individual instrumental lessons and through performance workshops which provide a weekly forum for discussion and feedback. Students will work towards a 5-6 minute final performance assessment and submit a written review that critiques stagecraft issues (practical and artistic) in relation to 2 professional performances they have attended as audience members.

2022-23 Medway Module Handbook

CMAT303		Performance and Production Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	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:

1. Demonstrate an awareness of various models of collaborative and group work;
2. Display sensitivity to the musical tastes of others, engaging in discussion in order to develop peer-to-peer learning and to find compromises and solutions;
3. Develop a performance event from conception to realisation that draws together the creative skills of the group members.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques;
2. Prioritise tasks and work efficiently on a project over a period of time;
3. Work effectively as part of a group, utilising interpersonal skills of communication, planning and evaluative interaction.

Method of Assessment

Main Assessment Methods:

Collaborative Performance (8 minutes) – 60%
Commentary (1,000 words) – 40%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Cox, C. (ed.) (2016). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.
Littleton, K. and Miell, D. (2004). *Collaborative Creativity*. London: Free Association Press.
Sawyer, R. (2003). *Group Creativity: Music, Theatre, Collaboration*. New Jersey: Lawrence Erlbaum.
Steiner, V. (2006). *Creative Collaboration*. Oxford: OUP.
Wilkins, M. L. (2006). *Creative Music Composition*. New York: Routledge.

Pre-requisites

None

Restrictions

Not available as elective ('wild') module

Synopsis *

In this module students will be guided to create, produce and perform an original, collaborative musical work which will be presented in the summer term. Group projects between three to five students will be considered. Each student will negotiate their role within the group, aided by a supervising tutor, and students will be required to document their working processes throughout the project. Initial workshops will discuss collaborative methods and provide an analysis of case studies. Later workshops will be used to try out and test ideas, with feedback from both the lecturer and other student groups.

2022-23 Medway Module Handbook

CMAT304		Music Management Principles				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	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:

- 1 Demonstrate an understanding of key theories of music management;
- 2 Demonstrate an understanding of the relationships and interactions between management and artists, musicians, record companies, producers and songwriters;
- 3 Analyse the role of management with regard to revenue and royalty collection agencies;
- 4 Demonstrate an awareness of the connections between management practices and the music business environment.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Use data effectively by analysing, interpreting and presenting relevant information;
- 2 Demonstrate the ability to utilise appropriate technology for information gathering and research;
- 3 Demonstrate problem-solving skills and the ability to manage time and resources effectively.

Method of Assessment

Main Assessment Methods

Music Management Scenario Presentation (10 minutes) – 40%
Critical Evaluation Essay (1,500 words) – 60%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Anderton, C., Dubber, A. and James, M. (2010). *Understanding the Music Industry*. London: Sage.
Brabec, J. and Brabec, T. (2011). *Music, Money and Success: The Insider's Guide to Making Money in the Music Business*. New York: Schirmer Trader Books.
Dann, A. and Underwood, J. (2003). *How to Succeed in the Music Business*. London: Omnibus.
Davis, S. and Laing, D. (2006). *The Guerrilla Guide to the Music Business*. New York: Continuum.
Dubber, A. (2013). *Radio in the Digital Age*. Cambridge: Polity Press
Harrison, A. (2014). *Music: the Business*. London: Virgin Books.
Passman, D. (2014). *All you Need to Know about the Music Business*. New York: Simon & Schuster.

Pre-requisites

None

Synopsis *

The module examines music industry management structures, the relationships to artists and the negotiation and representation skills required within the music industry. The role of the manager will be analysed and critically evaluated. The historic development of the manager's position within the music industry will also be explored.

2022-23 Medway Module Handbook

CMAT305		Music in the Creative Industries				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	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:

- 1 Demonstrate familiarity with the varied and changing nature of music and arts organisations in contemporary society;
- 2 Demonstrate knowledge of various business structures and funding models for music related businesses and projects;
- 3 Demonstrate an understanding of the connection between music industry practices and the business environment;
- 4 Demonstrate an understanding of music career pathways, including performance, production, technology, and music enterprise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Use data effectively by analysing, interpreting and presenting relevant information;
- 2 Utilise appropriate technology for information gathering and research;
- 3 Demonstrate entrepreneurship, employment skills and an awareness of transferable skills.

Method of Assessment

Main assessment methods

Career Map (500 words) – 40%

Essay (1,500 words) – 60%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Ashurst, W. (2000). *Stuff the Music Business: The DIY Guide to Making it*. London: Sanctuary.

Baker, B. (2013). *Guerrilla Music Marketing Handbook: 201 Self-promotion Ideas for Songwriters, Musicians and Bands on a Budget*. St. Louis, MO: Spotlight Publications.

Davis, S. and Laing, D. (2006). *The Guerrilla Guide to the Music Business*. New York: Continuum.

Knopper, S. (2009). *Appetite for Self-destruction: The Spectacular Crash of the Record Industry in the Digital Age*. London: Simon & Schuster.

Krasilovsky, M. W., Shemel, S. and Gross, J. M. (2003). *This Business of Music: The Definitive Guide to the Music Industry*. New York: Billboard Books.

Passman, D. S. (2011). *All You Need to Know About the Music Business*. London: Penguin.

Patrik Wikström. (2013). *The Music Industry: Music in the Cloud (DMS - Digital Media and Society)*. Cambridge: Polity Press.

Pre-requisites

None

Synopsis *

The module explores the current creative industries, particularly focusing on music industry characteristics and structures, music organisations and relevant arts groups. Students will be guided to appreciate a broad range of career opportunities in these areas and they will develop an understanding of the skills and specialisms required for specific areas. This will provide a clear context for their further studies on their chosen degree programme. Students will also develop their critical awareness by examining recent historical trends in music and the creative industries.

2022-23 Medway Module Handbook

CMAT307		Music and Contemporary Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	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:

- 1 Demonstrate knowledge and understanding of important figures, trends and theories relevant to the development of twentieth and twenty-first century musical cultures;
- 2 Demonstrate a familiarity with a range of scholarly practices and ideas of special significance within the research culture of the Centre for Music and Audio Technology;
- 3 Research one or more areas of study within music, using skills such as finding and using appropriate sources, producing a bibliography, developing an argument and drawing connections between texts and contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Manage and navigate information sources (both electronic and printed);
- 2 Work independently to a given brief;
- 3 Demonstrate flexibility of thought and an openness to alternative ideas and different ways of thinking.

Method of Assessment

Main assessment methods

Critical Writing Exercise (1,000 words) – 20%

Essay (2,000 words) – 80%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

- .Harper-Scott, J.P. E. & Samson, J. (2009). *An Introduction to Music Studies*. Cambridge: Cambridge University Press.
- Hendy, D. (2014) *Noise: A Human History of Sound and Listening*. New York: Collins.
- Judkins, J. (2011). 'Silence, Sound, Noise and Music' in Gracyk, T. & Kania, A. (eds), *The Routledge Companion to Philosophy and Music*. London: Routledge.
- Kaemmer, J. E. (1993) *Music in Human Life: Anthropological Perspective on Music*. Austin: University of Texas Press.
- Nettl, B. (2000) 'Music' in Sadie, S. et al. (Eds) *Grove Music*, [online]
- Zak, A. (2009). 'Getting Sounds: The Art of Sound Engineering' in Cook et al. (eds) *The Cambridge Companion to Recorded Music*. Cambridge: Cambridge University Press.

Pre-requisites

None

Synopsis *

This module will provide a broad introduction to important aspects of music history and culture from the twentieth century to the present day. Different approaches to musical language will be considered (tonality/modality, rhythm and timbre in a range of mainstream and experimental styles). The advent of sound recording and the increasing importance of technology in music will also be examined. These key ideas will be connected to research specialisms within the Centre for Music and Audio Technology, encouraging students to appreciate the potential for further study in each of these areas.

2022-23 Medway Module Handbook

CMAT308		Mixing and Production Techniques				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Project	

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an understanding of contemporary studio mixing and production techniques;
- 2 Demonstrate an understanding of key concepts in mixing and mastering audio including good practice in sound placement and refining the audio spectrum;
- 3 Produce a range of musical styles in the studio environment using a variety of techniques;
- 4 Integrate creative and technical decision making in carrying out audio production processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate ideas and concepts and interact effectively with others;
- 2 Generate analyse and interpret appropriate data;
- 3 Demonstrate core skills such as problem solving and decoding information;
- 4 Demonstrate their ability to manage time and resources effectively.

Method of Assessment

Main Assessment Methods

Recording Project (6-8 minutes, incl. 500 words) – 100%

Reassessment methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Burgess, R.J. (2005). *The Art of Music Production*. 3rd ed. London: Omnibus.

Burgess, R.J. (2014). *The History of Music Production*. New York: Oxford University Press.

Dittmar, T. (2012). *Audio Engineering 101: A Beginner's Guide to Music Production*. Waltham, MA: Focal Press.

Frith, S. & Zagorski-Thomas, S. (2012). *The Art of Record Production: An Introductory Reader for a New Academic Field*. Farnham: Ashgate.

Hepworth-Sawyer, R. & Golding, C. (2011). *What Is Music Production?: A Producer's Guide: The Role, the People, the Process*. London: Focal.

Katz, B. (2003). *Mastering Audio: The Art and the Science*. London: Focal.

Savona, A. (2005). *Console Confessions: Insights & Opinions from the Great Music Producers*. Enfield: Hi Marketing.

Pre-requisites

None

Restrictions

Not available as elective ('wild') module

Synopsis *

Students will deepen their understanding of a broad range of topics concerning recording, processing, mixing and mastering in the studio environment. Advanced concepts of audio manipulation will also be studied in order to perform audio signal processing and post-production disciplines. Mixing and mastering techniques will be studied in some detail including delivery formats for music industry distribution. Students will work on an individual project, recording others in the studio and editing, processing, mixing and mastering their work to produce a final product.

2022-23 Medway Module Handbook

CMAT309		Live Sound				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the creative potential of a range of sound and performance technologies commonly used by musicians;
- 2 Set up and operate sound systems safely and efficiently for indoor and outdoor use;
- 3 Demonstrate an awareness of strategies to improve sound quality for live music events;
- 4 Understand the practical needs of running and managing sound technology for a performance, including planning, logistics, set-up, sound checks, dealing with technical problems and de-rigging.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Work effectively as part of a group, utilising interpersonal skills of communication, planning and evaluative interaction;
- 2 Demonstrate an ability to solve problems by applying knowledge from previous experiences;
- 3 Prioritise tasks and work efficiently on a project over a period of time.

Method of Assessment

Main Assessment Methods

Health and Safety In-Course Test (45 minutes) – 20%

Live Sound Project and Report (1,000 words) – 80%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Gibson, B. (2011). The Ultimate Live Sound Operator's Handbook. Hal Leonard Corporation.

GB Health and Safety Executive (2002). The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events, 2nd Edition, Sudbury: HSE Books.

Hannam, C. (2004). Health and Safety Management in the Live Music and Events Industry, Great Shelford: Entertainment Technology.

Soutar, C. (2005). Staging Events: A Practical Guide, Ramsbury: Crowood.

Stark, S. H. (2005). Live Sound Reinforcement. Cengage Learning.

Van Beek, M. (2000). A Practical Guide to Health and Safety in the Entertainment Industry. Royston: Entertainment Technology Press.

Pre-requisites

None

Restrictions

Not available as elective ('wild') module

Synopsis *****

The purpose of this module is to make students aware of the technological resources used in contemporary music events, how to use these resources effectively and creatively, and how to ensure good practice with regards to health and safety. Students will be introduced to standard technological set ups for a variety of venues during lectures, with opportunities to gain practical experience during workshops. Two extended workshops will allow time for setting up and derigging more complex systems, with time for critical evaluation and experiment. Student will work in small groups to develop a live sound project, which they will present in the summer term.

2022-23 Medway Module Handbook

CMAT310		Introduction to Audio Synthesis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	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:

- 1 Demonstrate an understanding of the basic principles of a range sound synthesis techniques and their associated parameters;
- 2 Utilise contemporary software packages to create synthesised sound;
- 3 Demonstrate an awareness of the historical development of sound synthesis, including important pioneers and their key technological developments.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Generate, analyse and interpret appropriate data;
- 2 Demonstrate core skills such as problem solving and decoding information;
- 3 Use IT skills, computer technology and electronic information sources.

Method of Assessment

13.1 Main Assessment Methods

Audio Synthesis Portfolio incl. Written Evaluation (500 words) – 50%

Essay (1,000 words) – 50%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Chadabe, J. (1997). *Electric Sound: The Past and Promise of Electronic Music*. Upper Saddle River, NJ: Prentice Hall.

Collins, N., Schedel, M. and Wilson, S. (2013). *Electronic Music*. Cambridge: Cambridge University Press.

Holmes, T. (2002). *Electronic and Experimental Music*. New York: Routledge.

Miranda, E. R. (2002). *Computer Sound Design: Synthesis Techniques and Programming*. London: Focal Press.

Russ, M. (2008). *Sound Synthesis and Sampling*. London: Focal Press.

Pre-requisites

None

Synopsis *

This module provides students with an overview of the history of sound synthesis, placing important techniques in context. Musical examples will be drawn from composers, pioneers and inventors such as Don Buchla, Robert Moog, Max Mathews, Jean Claude Risset and John Chowning. Students will be guided to explore important components of synthesis, such as waveforms, filters, modulators and low frequency oscillators using industry-standard software.

2022-23 Medway Module Handbook

CMAT311		Individual and Group Performance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

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:

- 1 Demonstrate an understanding of the repertoire and role of their principal instrument of study (instrumental or vocal), both as a solo performer and as part of a group;
- 2 Demonstrate an appropriate level of performance skill on their principal choice of study;
- 3 Communicate music using musicianship, technique and stylistic language;
- 4 Demonstrate a range of activities in their practice regime such as technical studies, learning and memorising of work, focused playing of repertoire, improvisation and sight-reading.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Be self-critical of work in progress, responding to group peer criticism and the critical insights of others, and investigating and assessing alternative methods and techniques;
- 2 Prioritise tasks and work efficiently on a project over an extended period of time;
- 3 Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

Main assessment methods

Contribution to Workshop – 20%

Written Plan and Review (750 words) – 20%

Final Public Performance (5-6 minutes) – 60%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Harnum, J. (2014). *The Practice of Practice: Get Better Faster*. Chicago: Sol Ut Press.

Kageyama, N. (2017). *The Bulletproof Musician Blog*.

Available at <http://www.bulletproofmusician.com/>

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

St George, J. M. (2012). 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes'. *Music Education Research* 14 (2).

Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

The module will focus upon the development of performance skills, an understanding of approaches to effective regular practice and professional presentational considerations. Skills and understanding are promoted through individual instrumental / vocal lessons and weekly performance workshops. Students will develop their musicianship by listening to others and by performing themselves regularly, both as soloists and as part of a group. Some workshops will have a stylistic focus which will provide guidance on idiomatic performance conventions, enabling students to develop the broad skillset needed to tackle the demands of the current professional music industry. Students will work towards an assessed 5-6 minute final public performance, plus a written performance plan/critical reflection.

2022-23 Medway Module Handbook

CMAT312		Digital Music Production				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	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:

- 1 Utilise industry-standard music software on the digital audio workstation in order to record, edit, transform and mix sound;
- 2 Use a range of compositional techniques in order to facilitate original composition;
- 3 Understand aspects of important contemporary musical styles and their associated contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques;
- 2 Prioritise tasks and work efficiently on a project over a period of time;
- 3 Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

Main assessment methods

Composition Portfolio (approx.. 3 minutes) – 80%

Commentary (500 words) – 20%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Cox, C. (ed.) (2016). Audio Culture: Readings in Modern Music. London: Bloomsbury.

Holmes, T. (2002). Electronic and Experimental Music: Pioneers in Technology and Composition. New York: Routledge.

Hugill, A. (2012). The Digital Musician. London: Routledge.

Wishart, T. (1997). On Sonic Art. London: Routledge.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

On this module, students will be introduced to the digital audio workstation and key pieces of software in order to create original pieces of music. Fundamental technical skills in recording, editing, transforming and mixing sound will be developed. Examples from a range of contemporary styles will be examined and their musical characteristics will be analysed in order to provide compositional models for creative work.

2022-23 Medway Module Handbook

CMAT313		Critical Listening and Sound-Making				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	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:

- 1 Demonstrate a critical understanding of sonic characteristics, their relationships and their meaning in nature and urban environments;
- 2 Demonstrate an understanding of sound-making and its cultural significance;
- 3 Appreciate the potential in sonic materials and work creatively with recorded environmental, processed and synthesised sound in the studio through the use of current audio technologies;
- 4 Understand the methods needed to confront and explore unfamiliar musical sounds, concepts, repertoires and creative practices.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Manage a project and carry it through to delivery;
- 2 Manage resources, including information sources;
- 3 Be open to alternative ideas and ways of thinking, demonstrate flexibility of thought;
4. Plan, implement, evaluate, and reflect critically on work in progress.

Method of Assessment

Main Assessment Methods

Sound Design Exercise and Written Evaluation (300 words) – 40%

Soundscape Composition Study with Written Evaluation (500 words) – 60%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

- Corey, J. (2017). *Audio Production and Critical Listening*. Abington: Routledge.
- Labelle, B. (2006). *Background Noise: Perspectives on Sound Art*. London: Continuum.
- Norman, K. (2004). *Sounding Art: Eight Literary Excursions Through Electronic Music*. Aldershot: Ashgate.
- Schafer, R. M. (1977). *The Tuning of the World*. New York: Knopf.
- Sonnenschein, D. (2001). *Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema*. Studio City, California: Michael Wiese.
- Truax, B. (2001). *Acoustic Communication*. Stamford, Connecticut: Ablex.
- Wrightson, K. (2000). 'An Introduction to Acoustic Ecology'. *Soundscape: The Journal of Acoustic Ecology*. 1(1), pp. 10-13.

Pre-requisites

None

Synopsis *

The module will explore critical listening and sound within the wider framework of the environment as a whole, helping students to develop a comprehensive understanding of sound relationships, sensitise their hearing and enhance their expert listening skills. Students will learn to recognise structural elements of sound, they will learn new concepts and be introduced into novel areas of sound-making. The module will culminate in the production of a substantial piece of creative work and a detailed evaluation that links theory and contextual issues with practice, strengthening students' critical listening and sound-making skills.

2022-23 Medway Module Handbook

CMAT314		Creating Music for Performers				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	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:

- 1 Explore and develop music composition techniques, using a range of instruments and resources;
- 2 Display an awareness and appreciation of the music of other composers through the creation of their own compositions;
- 3 Conceive musical ideas and begin to manipulate them in an inventive and individual way;
- 4 Use appropriate technologies for producing music.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques;
- 2 Prioritise tasks and work efficiently on a project over a period of time;
- 3 Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

Main Assessment Methods

Composition Portfolio (approx 3 minutes) – 80%

Commentary (500 words) – 20%

Reassessment Methods

- Like-for-like

Preliminary Reading

Indicative Reading List:

Adler, S. (2002). *The Study of Orchestration*. New York: Norton.

Cole, B. (2006). *The Composer's Handbook*. London: Schott.

Cox, C. (ed.) (2016). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.

Nyman, M. (2011). *Experimental Music*. Cambridge: Cambridge University Press.

Wilkins, M. L. (2006). *Creative Music Composition*. New York: Routledge.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

Students are provided with an introduction to some fundamental principles of music composition, such as rhythm, time, line, texture and form. They are guided to consider how these elements work in key pieces by recent composers in a variety of styles. Practical sessions and group work will provide opportunities for students to explore their own musical ideas, leading to a greater understanding of the relationship between music composition and performance.

2022-23 Medway Module Handbook

CMAT315		Marketing Communications in the Music Industry				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	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:

- 1 Demonstrate an understanding of the marketing framework of music business;
- 2 Demonstrate an understanding of communications, publicity and Public Relations disciplines;
- 3 Analyse and demonstrate an ability to utilise marketing tools, including social media, in the building of an artist's career;
- 4 Demonstrate an understanding of the connection between marketing practices, brand creation and marketing sector analysis within the music business.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Use data effectively by analysing, interpreting and presenting relevant information;
- 2 Demonstrate the ability to utilise appropriate technology for information gathering and research;
- 3 Demonstrate problem-solving skills and the ability to manage time and resources effectively.

Method of Assessment

Main assessment methods

Group Presentation (15 minutes) – 40%

Critical Evaluation Essay (1,500 words) – 60%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Holiday, R. (2014). Growth Hacker Marketing: A Primer on the Future of PR, Marketing and Advertising. London: Profile.

Nelson-Field, K. (2013). Viral Marketing: The Science of Sharing, Oxford: Oxford University Press.

Tuten, T.L. & Solomon, M.R. (2014). Social Media Marketing. Harlow: Pearson.

Pre-requisites

None

Synopsis *

This module evaluates the function of communications and marketing within the music industry. The areas of social media, experiential and viral marketing, brand creation, market sectors and artist development will be analysed and critically evaluated.

2022-23 Medway Module Handbook

CMAT316 Audio Recording and Editing Techniques						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
1	Medway	Autumn	C	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 44
Private Study Hours: 256
Total Study Hours: 300

Learning Outcomes

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

- 1 Demonstrate an understanding of the basic techniques, principles and practical skills required to undertake recordings of a variety of instruments within a typical studio environment;
- 2 Display basic abilities in the use of computer software for audio and music related tasks;
- 3 Display a familiarity with appropriate aspects of safe working practice;
- 4 Demonstrate good practice in the use of relevant hardware/software, along with the handling and manipulation of audio and MIDI data, for a range of tasks including sound editing and production.

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

- 1 Use current, industry-standard computer technologies;
- 2 Be self-critical of work in progress and respond to the critical insights of others;
- 3 Be flexible and innovative in their approach to the use of technology;
- 4 Generate, analyse and interpret appropriate data and develop core skills such as problem solving and decoding information.

Method of Assessment

Main assessment methods

Digital Audio Technical Report (500 words) – 30%
Audio Workstation Assignment – 30%
Audio Portfolio and Written Evaluation (600 words) – 40%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Bartlet, B. (2013). *Practical Recording Techniques: The Step-by-step Approach to Professional Audio Recording*. London: Focal.
Cook, F. (2007). *Pro Tools 101: Version 7.4 Official Courseware*. Boston, Massachusetts: Course Technology PTR.
Eargle, J. (2004). *The Microphone Book*. Oxford: Focal
Middleton, P. & Gurevitz, S. (2008). *Music Technology Workbook: Key Concepts and Practical Projects*. London: Focal.
Nahmani, D. (2009). *Logic Pro 9 and Logic Express 9*. London: Pearson Education.
Owsinski, B. (2006). *The Mixing Engineer's Handbook 2nd Edition*. Boston: Thompson Course Technology.
White, P. (2000). *Basic Effects and Processors*. London: Sanctuary.
White, P. (1999). *Basic MIDI*. London: Sanctuary.
White, P. (1999). *Basic Mixers*. London: Sanctuary.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

This module will provide an overview of standard digital audio workstation architecture, file management and good practice in the handling of digital audio and MIDI data. Recording principles will be introduced to students, including the recording chain, microphones and their placement, signal paths, use of DI boxes and establishing correct audio levels. The structure of the mixing desk, including inserts and auxiliary sends will also be examined. Students will be introduced to industry-standard software for the recording, manipulation and mixing of sound. Students will be taught through a combination of lectures and workshops.

2022-23 Medway Module Handbook

CMAT317		Essential Skills I: Skills for Academic Success				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	2 (1)	Pass/Fail Only	
1	Medway	Whole Year	C	2 (1)	Pass/Fail Only	

Contact Hours

Total Contact Hours: 10

Private Study Hours: 10

Total Study Hours: 20

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Develop an awareness of key essay writing skills;
- 2 Understand basic referencing principles;
- 3 Conduct targeted library research and identify and locate relevant primary and secondary sources;
- 4 Develop an awareness of what plagiarism is and how to avoid it;
- 5 Demonstrate an understanding of marking criteria and how best to benefit from feedback.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate refined written communication skills, including the structuring of an original argument;
- 2 Demonstrate an improved ability to reference utilising the recommended referencing style;
- 3 Demonstrate an ability to identify and access relevant primary and secondary sources;
- 4 Demonstrate a refined understanding of how to engage with and benefit from feedback.

Method of Assessment

Main assessment methods

Multiple Choice Test - 100% (pass/fail)

Preliminary Reading

Indicative Reading List

Essential Skills I: Skills for Academic Success' module Handbook

Fuggle, S. (2011). Essay Writing. Richmond: Trotman

Warburton, N. (2006). The Basics of Essay Writing. London: Routledge

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module teaches key academic study skills to first year students. It will cover essay writing and marking criteria, referencing and plagiarism, library research, effective learning and critical thinking, and benefiting from feedback. Topics will be approached in the form of a short mini-lecture, and will subsequently be explored practically in a workshop format. Thus, the module will combine an intellectual understanding of the matters at hand with a hands-on learning-by-doing approach.

2022-23 Medway Module Handbook

CMAT318	Essential Skills II: Pro Tools Training					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	1 (0.5)	Pass/Fail Only	
1	Medway	Spring	C	1 (0.5)	Pass/Fail Only	

Contact Hours

Total Contact Hours: 5

Private Study Hours: 5

Total Study Hours: 10

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the layout of the Pro Tools digital audio workstation;
- 2 Develop techniques necessary for recording, editing and mixing in Pro Tools;
- 3 Learn how to write and edit automation;
- 4 Develop the necessary skills to complete a small project in Pro Tools.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Use IT technology in the preparation of work;
- 2 Demonstrate an understanding of the digital audio workstation concept;
- 3 Demonstrate an ability to identify the steps that need to be taken when working with a digital audio workstation;
- 4 Learn core skills including problem solving and dealing with complex situations.

Method of Assessment

Main assessment methods

ProTools session test - 100% (pass/fail)

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading Lists

Essential Skills II: Pro Tools Training' module Handbook

Lorbecki, G. (2014). Mixing and Mastering with Pro Tools (Milwaukee, WI: Hal Leonard)

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module covers the essential concepts and techniques necessary for recording, editing and mixing in Pro Tools. It will cover virtual instruments and plugins, working with audio files and writing/editing automation. Students will discover how to work with the digital audio workstation, bounce down to a final master and export their audio. Topics will be approached in the form of a short mini-lecture/demonstration, and will subsequently be explored practically in a workshop format. Thus the module will combine an intellectual understanding of the matters at hand with a hands-on learning-by-doing approach.

2022-23 Medway Module Handbook

CMAT319		Essential Skills III: Logic Pro Training				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	1 (0.5)	Pass/Fail Only	
1	Medway	Autumn	C	1 (0.5)	Pass/Fail Only	

Contact Hours

Total Contact Hours: 5

Private Study Hours: 5

Total Study Hours: 10

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the layout of the Logic Pro digital audio workstation;
- 2 Develop techniques necessary for recording, editing and mixing in Logic Pro;
- 3 Learn how to work with MIDI and software instruments;
- 4 Develop the necessary skills to complete a small project in Logic Pro.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Use IT technology in the preparation of work;
- 2 Demonstrate an understanding of the digital audio workstation concept;
- 3 Demonstrate an ability to identify the steps that need to be taken when working with a digital audio workstation;
- 4 Learn core skills including problem solving and dealing with complex situations.

Method of Assessment

Main assessment methods

Logic Pro session test - 100% (pass/fail)

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Essential Skills III: Logic Pro Training' module Handbook

Cousins, M. (2014). Logic Pro X: Audio and Music Production (New York: Focal Press)

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module covers the essential concepts and techniques necessary for recording, editing and mixing in Logic Pro. It will cover software instruments, working with audio files and MIDI information, and create mixes and submixes. Students will discover how to work with Logic Pro, bounce down to a final master and export their audio. Topics will be approached in the form of a short mini-lecture/demonstration, and will subsequently be explored practically in a workshop format. Thus the module will combine an intellectual understanding of the matters at hand with a hands-on learning-by-doing approach.

2022-23 Medway Module Handbook

CMAT320		Essential Skills IV: Music Essentials				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	2 (1)	Pass/Fail Only	
1	Medway	Whole Year	C	2 (1)	Pass/Fail Only	

Contact Hours

Total Contact Hours: 10

Private Study Hours: 10

Total Study Hours: 20

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand key topics of music theory including music notation;
- 2 Be familiar with some of the Western harmonic patterns that structure a variety of tonal musics;
- 3 Understand basic conventions such as time signatures, chords and scales.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an understanding of Western music notation in its various forms;
- 2 Demonstrate an ability to use music notation for own projects;
- 3 Learn core skills including problem solving and dealing with complex situations.

Method of Assessment

Main assessment methods

Music Theory test - 100% (pass/fail)

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Essential Skills IV: Music Theory Approaches' module Handbook

Richer, M. (2003). Music Theory (London: Teach Yourself)

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module covers basic music notation and conventions such as time signatures, rhythm, pitch, chords, scales, cadences and common harmonic patterns. Examples to illustrate standard Western harmonic practice will be drawn from a range of musical eras and styles, including twentieth-century developments in notation. Topics will be approached in the form of a short mini-lecture, and will subsequently be explored practically in a workshop format. Thus the module will combine an intellectual understanding of the matters at hand with a hands-on learning-by-doing approach.

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CMAT501		Advanced Audio Techniques				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate a critical understanding of analogue-digital processes, artefacts and errors, data storage systems and compression formats;
- 2) apply concepts and principles associated with digital signal processing and evaluate their appropriateness in audio production contexts;
- 3) deploy sophisticated skills in recording a diverse range of sources in the studio environment using a variety of techniques;
- 4) integrate creative and technical decision-making in carrying out sophisticated production processes.

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

- 1) communicate ideas, arguments and concepts and interact effectively with others;
- 2) generate, analyse and interpret appropriate data, while understanding the limits of their knowledge and how that influences their interpretation;
- 3) demonstrate core skills such as problem solving, evaluating critically and decoding information;
- 4) demonstrate effective approaches to time management, including the ability to plan and to set priorities and to manage resources effectively.

Method of Assessment

Main assessment methods

- 100% coursework:
- Essay (1800 Words) 60%
 - Audio Project 40%: Consists of Multitrack Studio Recording (3 minutes; 30%) and Explanatory Note (300 words; 10%).

Reassessment methods

- Like for like.

Preliminary Reading

Indicative Reading List

Bartlett B, Bartlett J. (2012) Practical Recording Techniques. 6th ed. Focal Press.
Corey, J. (2010). Audio Production and Critical Listening: Technical Ear Training. Oxford: Focal.
Eargle J. (2011) The Microphone Book. Oxford: Focal Press.
Huber, D.M. and Runstein, R.E. (2017). Modern Recording Techniques. 9th ed. Oxon: Routledge.
Owsinski B. (2014) The Mixing Engineer's Handbook (Mix Pro Audio Series). 3rd ed. Boston: Cengage Learning
Zager, M. (2012). Music Production: For Producers, Composers, Arrangers, and Students. 2nd ed. Lanham, Md: Scarecrow Press.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

In this module, students will develop an understanding of a broad range of topics concerning recording and post-production processes in the studio environment. Topics covered will include digital formats, sampling, filter design and compression. Concepts of data manipulation will be studied in order to perform audio signal processing such as delay, chorus, reverberation and equalisation. The module will also cover stereo and spaced microphone techniques.

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CMAT502		Analysing Musical Genre				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22

Independent study hours: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) demonstrate knowledge and critical understanding of well-established twentieth century and contemporary music genres;
- 2) use a range of techniques to undertake critical analysis of key genres and their associated musical outputs;
- 3) demonstrate a critical awareness of the cultural, social and commercial aspects of music genre studies;
- 4) understand the systems by which genres develop, grow and gain prominence within local, national and global communities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) use data effectively by utilising appropriate forms of analysis to interpret and present relevant information;
- 2) utilise appropriate technology for information gathering and research;
- 3) display an openness to alternative ideas and ways of thinking and to demonstrate flexibility of thought.

Method of Assessment

Main assessment methods

- 1) Analysis of musical examples (1000 words plus diagrams) 40%
- 2) Essay (1800 words) 60%

Reassessment methods

- 1) Analytical Essay (2800 words plus musical examples and diagrams) 100%

Preliminary Reading

Indicative Reading List

Holt, F. (2007) *Genre in Popular Music*. Chicago: University of Chicago Press.

Lena, J. C. (2014) *Banding Together: How Communities Create Genres in Popular Music*. Princeton: Princeton University Press.

Meier, L. (2016) *Popular Music as Promotion: Music and Branding in the Digital Age*. Cambridge: Polity Press

Shuker, R. (2017) *Popular Music: The Key Concepts*. London: Routledge.

Wall, T. (2013) *Studying Popular Music Culture*. London: Sage.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module provides a scholarly perspective on the development of twentieth-century and recent musical genres. Different musical styles will be compared and analysed, and their wider contexts will be considered. The cultural, social and commercial development of genres will also be examined.

2022-23 Medway Module Handbook

CMAT503 Artist Management and Artist and Repertoire Principles						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22
Independent study hours: 128
Total study hours: 150

Learning Outcomes

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

1. Demonstrate an awareness of music management, their environments and their operating models, including the artist development, operations, finance, marketing and career development strategy;
2. understand copyright, contractual and ethical issues that apply to managers and artists and how they impact upon the music industry;
3. develop ideas, concepts and proposals for artist development, based on the principals of and drivers for success within the context of Artist and Repertoire disciplines.

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

1. Gather, evaluate and synthesise evidence including the identification of reliable academic sources;
2. analyse data and formulate and express relevant arguments and hypotheses;
3. assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
4. utilise relevant skills in information communication technologies and use of electronic information sources.

Method of Assessment

Main assessment methods

A&R Report (1200 words) 40%
Critical Evaluation (1800 words) 60%

Reassessment methods

like for like.

Preliminary Reading

Indicative Reading List

Ashurst, W. (2000). *Stuff the music business: the DIY guide to making it*. London: Sanctuary.
Baskerville, D. (2012) *Music Business Handbook and Career Guide*. SAGE Publications, Inc; Tenth Edition.
Brabec, J. and Brabec, T. (2011). *Music, money, and success: the insider's guide to making money in the music business*. New York: Schirmer Trade Books.
Dubber, A. (2012), *Understanding the music Industries*, Sage Publications Ltd.
Harrison, A. (2011) *Music: The Business* 5th Edition (Virgin).
Lusensky, J. (2011) *Sounds Like Branding: Use the Power of Music to Turn Customers into Fans*. A & C Black Publishers Ltd.
Riche, N. (2012) *Music Management Bible* New Revised Edition.

Pre-requisites

None

Synopsis *

A&R executives within the Music Industry are responsible for finding and helping to develop new talent in association with artist management. Assessment of the viability of potential new signings along with an evaluation of their target market are some of the skills that are used in the decision-making process. This practice based module focusses on the principles of finding and developing new artists and creative talent including producers and songwriters, and analysing management techniques for launching and maintaining the careers of the artists they represent.

2022-23 Medway Module Handbook

CMAT504		Audio Electronics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate knowledge and understanding of well-established principles and processes in analogue audio electronics;
- 2) apply equations to solve problems within the field of audio electronics;
- 3) use technical rules and principles to analyse, interpret and evaluate a range of different circuit designs.

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

- 1) analyse data and to formulate and express relevant arguments and hypotheses;
- 2) assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
- 3) examine assumptions, concepts and hypotheses critically in the light of evidence, and make informed choices and apply insights from one area of study to another;
- 4) demonstrate relevant skills in information communication technologies and the use of electronic information sources.

Method of Assessment

Main assessment methods

- 1) Individual take-home test (30%) [calculations and diagrams]
- 2) Written report circuit analysis (1500 words) 70%

Reassessment methods

- 1) Written report circuit analysis with calculations (1600 words) 100%

Preliminary Reading

Indicative Reading List

Hayes, T and Paul Horiwitz (2015). Learning the Art of Electronics: A Hands-On Lab Course. Cambridge: Cambridge University Press.
Horowitz, P and Winfield Hill. (2015). The Art of Electronics. Cambridge: Cambridge University Press.
Intellin Organisation (2008). Electronic Audio Circuits Source Book. New York: Intellin.
Mancini, R (2002). Op Amps For Everyone. Dallas: Texas Instruments.
Scherz, P and Simon Monk (2016). Practical Electronics for Inventors. New York: McGraw Hill.
Slone, G. R. (2001). Audiophile's Project Sourcebook: 80 High-performance Audio Electronics Projects. New York: McGraw-Hill.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

Basic electronics theory is accompanied by practical, hands-on circuit design in this module. Students will be introduced to the standard components used in electronic circuits, and will develop an understanding of how components are used to make some of the key types of circuits used in audio applications. These range from microphone amplifiers to electric guitar electronics, through effects units and synthesis modules. Students will gain practical experience of soldering which will also cover studio maintenance as well as circuit construction.

2022-23 Medway Module Handbook

CMAT505		Composition and Production				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Contact Hours: 22
Independent Study: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate a critical understanding of music production techniques relevant to contemporary music;
- 2) combine live music with technology, demonstrating an understanding of the advanced characteristics of performance and how they intersect with technology;
- 3) demonstrate skill and judgement in the creation and production of their own compositions;
- 4) understand advanced theories of contemporary music composition and production and be able to apply them to their own work.

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

- 1) use industry standard hardware and software;
- 2) be self-critical of work in progress and respond to the critical insights of others;
- 3) prioritise tasks and manage time and resources effectively;
- 4) demonstrate flexibility of thought and an ability to change and develop ideas and materials.

Method of Assessment

Main Assessment Methods

This module will be assessed by 100% coursework

Composition Project (4 minutes) 85%, plus an Accompanying Written Commentary (450 words) 15%

Reassessment methods

- Like for like.

Preliminary Reading

Indicative Reading List:

Cox, C. (ed.) (2016). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.
Holmes, T. (2002). *Electronic and Experimental Music: Pioneers in Technology and Composition*. New York: Routledge.
Hugill, A. (2012). *The Digital Musician*. London: Routledge.
Wishart, T. (1997). *On Sonic Art*. London: Routledge.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

Students will be required to devise a short, original composition for a live performer with technology. A series of lectures will introduce students to various compositional models, contemporary compositional theories will be explored in relation to key works and scholarly texts and workshops will develop the students' technical skills. Work-in-progress will be performed during the module, and students will be encouraged to engage in peer evaluation and criticism. A final performance of all works will take place towards the end of the module.

2022-23 Medway Module Handbook

CMAT506		Contracts, Copyright and Rights Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22

Independent study hours: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Exhibit an in-depth understanding of copyright, contractual and ethical issues that impact upon the music industry.
2. Develop ideas, concepts and proposals for music events or projects, based on an awareness of the key drivers for success.
3. Analyse and evaluate business data and to use that research for evidence-based decision-making.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, evaluate and synthesise evidence including the identification of reliable academic sources.
2. Analyse data and to formulate and express relevant arguments and hypotheses.
3. Utilise relevant skills in information communication technologies and use of electronic information sources.
4. Work independently, to understand one's own learning style and work regime.

Method of Assessment

Main assessment methods

This module will be assessed by 100% coursework.

Essay (1500 words) 50%

Contract and a 1000-word analysis 50%

Reassessment methods

Like-for-like.

Preliminary Reading

Indicative Reading List

Christie, A. and Gare, S. (2012). Blackstone's statutes on intellectual property. Oxford: Oxford University Press.

Marshall, L., Frith, S. (Eds.), 2004. Music and Copyright, 2nd edition. ed. Routledge, New York.

Moser, D. J. and Slay, C. L. (2012). Music copyright law. Boston, Mass.: Course Technology, Cengage Learning

Waelde, C. (2014). Contemporary intellectual property: law and policy. Oxford: Oxford University Press.

Wikström, P. (2013). The music industry: music in the cloud 2nd Edition. Cambridge: Polity Press.

Pre-requisites

None

Synopsis *

Contracts are one of the most important elements of the Music Industry and impact directly on the success or failure of an artist's career. Students will learn the key negotiation elements of artist management, recording, publishing, touring and merchandising contracts and the different ways in which stakeholders approach the negotiations of these contracts. The various rights organisations and their operating models, both nationally and internationally are also examined along with the collection of copyright and performance royalties, their generation and importance within the framework of the industry.

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CMAT507		Ensemble Performance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate a critical understanding of music production techniques relevant to contemporary music;
- 2) combine live music with technology, demonstrating an understanding of the advanced characteristics of performance and how they intersect with technology;
- 3) demonstrate skill and judgement in the creation and production of their own compositions;
- 4) understand advanced theories of contemporary music composition and production and be able to apply them to their own work.

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

- 1) use industry standard hardware and software;
- 2) be self-critical of work in progress and respond to the critical insights of others;
- 3) prioritise tasks and manage time and resources effectively;
- 4) demonstrate flexibility of thought and an ability to change and develop ideas and materials.

Method of Assessment

Main assessment methods:

This module will be assessed by 100% coursework.

Workshop Contribution - 10%
Practice and Rehearsal Diary (1,000 words) - 20%
Ensemble Performance (25 min) - 70%

Reassessment methods

Coursework 100%

Preliminary Reading

Indicative Reading List:

Baron, J. (2010). Chamber Music: A Research and Information Guide. London: Routledge.
Hinson, M, & Roberts, W. (2006). The Piano in Chamber Ensemble: An Annotated Guide. Bloomington: Indiana University Press.
Moore, A. (2001). Rock: The Primary Text: Towards a Musicology of Rock. Aldershot: Ashgate.
Parncutt R. & McPherson, G. (2002). The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning. Oxford: Oxford University Press.
Stephenson, K. (2002). What to Listen for in Rock. London: Yale University Press.
Williamson, A. (2004). Strategies and Techniques for Enhancing Performance. Oxford: Oxford University Press.

Pre-requisites

CMAT3110 - Individual and Group Performance

Restrictions

Not available as an elective (wild) module

Synopsis *

This module develops your facility and versatility as a performer in the context of small ensembles, band workshops and performances. It provides an opportunity to develop and nurture a comfortable working relationship with peers over an extended period. The focus is on building a solid understanding of key aspects of ensemble performance, including the importance of shaping passages as a group, communicating throughout a performance, maintaining a coherent approach to dynamics and tempo changes. You will consider how to recognise and appreciate the approach of other musicians, absorbing details and articulation that will differ from one performance to the next. You will also be introduced to practical techniques that will streamline your preparation and maximise use of rehearsal time. The practice and rehearsal diary functions as a reflective tool where students evaluate and further explore techniques introduced in the primarily practice-focused group sessions.

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CMAT508		Music and Sound for Film, Television and Media				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22

Independent study hours: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. understand the key facts, concepts and principles relevant to contemporary audio-visual theory;
2. understand interrelationships between music and other arts forms, particularly the moving image;
3. record, create, adapt and edit audio for visual media using a wide range of tools, techniques and equipment, including specialist software;
4. understand the history and development of music and sound for film and it informs current practice;
5. explore, compose and evaluate musical ideas in relation to the moving image.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. gather, evaluate and synthesise evidence including the identification of reliable academic sources;
2. assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
3. examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another;
4. synthesise inputs (knowledge, materials, information) in order to generate outputs in written or practical format.

Method of Assessment

Main assessment methods

Individual Film Composition Project (5 min) 80%

Reflective Commentary (600 words) 20%

Reassessment methods

like for like.

Preliminary Reading

Indicative Reading List

Altman, R. (2000). 'Inventing the Cinema Soundtrack: Hollywood Multiplane Sound System'. In: Buhler, J & Flinn, C. eds. Music and Cinema. Middletown, CT: Wesleyan University Press.

Cooke, M. (2008). A History of Film Music. Cambridge: Cambridge University Press.

Davison, A. (2003). Hollywood Theory, Non-Hollywood Practice: Cinema Soundtracks in the 1980s and 1990s. Aldershot: Ashgate.

Donnelly, K. ed. (2001). Film Music: Critical Approaches. Edinburgh: Edinburgh University Press.

Kalinak, K. (2000). Settling the Score: Music and the Classical Hollywood Film. Madison: University of Wisconsin Press.

Karlin, F. (2004). On the Track: A Guide to Contemporary Film Scoring. London: Routledge.

Kassabian, A. (2001). Hearing Film: Tracking Identifications in Contemporary Hollywood Film Music. New York: Routledge.

Pre-requisites

None

Synopsis *

The module investigates music for media in both theory and practice. The focus will be on music used in moving image media, including an exploration of musical languages and compositional techniques commonly deployed in relation to moving images. Students also study film music history, gaining insight into critical approaches that have informed the practice.

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CMAT509		Music in the Community				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module is taught by means of lectures, seminars, fieldwork and tutorial sessions.

Total Contact Hours: 36
Independent Study Hours: 114
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) practically apply and critically evaluate their knowledge in relation to music, music education, music and wellbeing in the community;
- 2) use appropriate planning, teaching, leading and learning methodologies as a responsible and accountable team member;
- 3) set appropriate objectives and prepare suitable musical material for a community-based group that fosters inclusion, effective communication, understanding and empathy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) gather, evaluate and synthesise evidence including the identification of reliable academic sources;
- 2) analyse data and to formulate and express relevant arguments and hypotheses;
- 3) assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
- 4) Utilise inter-personal skills of communication, planning and evaluative interaction in group work and unpredictable contexts.

Method of Assessment

Main Assessment Methods

- 1) Assessed Group Workshop (1 hour) 50%
- 2) Project Report (1500 words) 50%

Reassessment Methods
100% Project

Preliminary Reading

Indicative Reading List:

Childs, J. (1996) Making Music Special: Practical Ways to Create Music. David Foulton.
Grills, S. (1998) Doing Ethnographic Research: Fieldwork Settings. Sage.
Higgins, Lee. (2012) Community Music In Theory and In Practice. OUP.
Macdonald, R., Kreutz, G., & Mitchell, L. (eds) (2013). Music, Health and Wellbeing. OUP.
Moser, P. & McKay, G. (2005) Community Music: A Handbook. Russell House.
Ockleford, A. (2008) Music for Children and Young People with Complex Needs. Oxford Music Education.
Titon, J. (2016) Worlds of Music. An Introduction to the Music of the World's Peoples. (6TH edition). Cengage Learning.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

The module takes a holistic approach to the theory and practice of community music. Students engage with the creation and facilitation of music-based experiences for groups and individuals in a variety of settings within the local community. The core aim is to provide a foundational training for budding or potential educators, therapists, facilitators and researchers. A variety of topics form the subject matter of the course, which is interdisciplinary in scope. The curriculum includes an introduction to the history, development and literature of music and community studies using selected key publications in community music, ethnomusicology, music education, and music, health and wellbeing/therapeutic music studies. Given the high number of publications in these fields the core texts will be chosen for their ability to provide (i) connections and synthesis and/or (ii) disciplinary distinction, especially when highlighting methodological differences. As noted the aim is to provide a relatively unified and holistic introduction to community music in theory and practice.

2022-23 Medway Module Handbook

CMAT510		Music Journalism, Press and PR				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

1. demonstrate an understanding of music organisations, their environments and their management, including the management of people, operations, finance, marketing and organisational strategy;
2. understand the interrelationships between music and other arts forms;
3. explore, produce and evaluate musical ideas and concepts in relation to and in combination with other art forms and media;
4. develop ideas, concepts and proposals for music events or projects, based on an awareness of the key drivers for success;
5. analyse and evaluate business data and to use that research for evidence-based decision-making.

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

1. gather, evaluate and synthesise evidence including the identification of reliable academic sources;
2. analyse data and to formulate and express relevant arguments and hypotheses;
3. synthesise inputs (knowledge, materials, information) in order to solve problems or generate outputs in written, aural or practical format;
4. utilise skills in information communication technologies and use of electronic information sources;
5. work independently and understand one's own learning style and work regime;
6. plan and set priorities and engage with time management.

Method of Assessment

Main assessment methods

Report (750 words) 25%;
First Journalistic Article (750 words); 25%;
Second Journalistic Article (750 words) 25%
Reflective Analysis (750 words) 25%

Reassessment methods

Like for like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages:

<https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis *

Students will be taught the essential skills required for writing magazine, newspaper and online journalistic articles within a musical context. This can include reviews, artist biographies and celebrity culture features. They will be introduced to the disciplines of public relations including online and social media strategies. This is essential for launching, developing and maintaining artist careers. Press and media publicity campaigns will be explored and students will evaluate the effectiveness of PR within the marketing mix.

2022-23 Medway Module Handbook

CMAT511 Music Marketing Strategies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22

Independent study hours: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. exhibit an in-depth understanding of marketing disciplines within the Music Industry and wider context;
2. critically evaluate the value of marketing, consumer demand, and its impact on culture and commerce;
3. create a marketing plan complete with defined goals and milestones;
4. demonstrate an awareness of marketing and brand strategies and their effectiveness.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. utilise relevant skills in information communication technologies and use of electronic information sources.
2. work independently, to understand one's own learning style and work regime;
3. use time management effectively to include the ability to plan and set priorities;
4. analyse data and to formulate and express relevant arguments and hypotheses;
5. assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
6. examine assumptions, concepts and hypotheses critically in the light

Method of Assessment

Main Assessment Methods

Written Evaluation (1,200 words) - 40%

Marketing Plan (1,800 words) - 60%

Reassessment Methods

- Like for like.

Preliminary Reading

Indicative Reading List:

Baker, B. (2013). *Guerrilla music marketing handbook: 201 self-promotion ideas for songwriters, musicians and bands on a budget*. St. Louis, MO: Spotlight Publications.

Hatton, A. (2000). *The definitive guide to marketing planning: the fast track to intelligent marketing planning and implementation for executives*. London; New York: Financial Times Prentice-Hall.

Holiday, R. (2014). *Growth Hacker Marketing: A Primer on the Future of PR, Marketing and Advertising*, Profile.

Hutchison, T. W., Allen, Paul, Macy, Amy. (2010). *Record label marketing*. Burlington, MA: Focal Press.

Nelson-Field, K. (2013). *Viral Marketing: The Science of Sharing*, OUP.

Wood, M. B. (2014). *The Marketing Plan Handbook*.

Pre-requisites

None

Synopsis *

Marketing requires analysis, processing of data and careful cost-effective targeting and consumer expectations. This module investigates the segmentation, targeting, and positioning concept to effectively and efficiently devise marketing programmes. Different facets of marketing are analysed including business to business, product driven business to consumer and market funnelling. The language of marketing is introduced and used to create viable marketing strategies in real world scenarios. Students will be required to write a marketing plan in support of the launch of a brand, product or artist.

2022-23 Medway Module Handbook

CMAT512		Orchestration and Arrangement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate knowledge and critical understanding of key techniques, concepts and principles relevant to contemporary and commercial music, including its production and performance;
- 2) interrogate relationships between musical creation, performance and reception;
- 3) demonstrate flexibility of thought and an ability to change or adapt materials for different contexts;
- 4) create, adapt and edit music using appropriate technological resources;
- 5) conceive musical ideas and manipulate them in an inventive and individual way.

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

- 1) assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
- 2) critically examine assumptions, concepts and hypotheses in the light of evidence, to make informed choices and to apply insights from one area of study to another;
- 3) synthesize inputs (knowledge, materials, information) in order to generate outputs in written or practical format;
- 4) demonstrate skills in information communication technologies and use of electronic information sources;
- 5) demonstrate effective approaches to time management, including the ability to plan and to set priorities.

Method of Assessment

Main assessment methods

Arrangement and Orchestration Portfolio (85%), including a 450-word written commentary (15%).

The Arrangement and Orchestration Portfolio comprises: Technical Orchestration Exercises (20%); Harmonisation Exercises (20%); and Arrangement (5 minutes) 45%

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Adler, S. (2016) *Revisiting Music Theory: Basic Principles*. 2nd Edn. Routledge: London.
Adler, S. (2016). *The Study of Orchestration*. 4th Edn. New York: Norton.
Blatter, A. (1997). *Instrumentation and Orchestration*. New York: Wadsworth / Thomson.
Coker, J. (2005). *A Guide to Jazz Arranging and Composing*. Rottenberg: Advance Music.
Gould, E. (2011) *Behind Bars: The Definitive Guide to Music Notation*. Faber: London.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis ***/**

A highly practical module which will introduce you to the complex formal conventions surrounding professional score presentation, instrumentation and orchestration, harmonising and reharmonising melodies, creating introductions, basslines or counter melodies, layering and textures. You have the opportunity to work across a wide range of styles and will also explore timbre in the context of original arrangements. Following a series of given briefs, you will work towards the production of a portfolio which will contain orchestration, arrangement and harmonisation assignments.

2022-23 Medway Module Handbook

CMAT513		Music Improvisation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	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:

1. exhibit an in-depth understanding of marketing disciplines within the Music Industry and wider context;
2. critically evaluate the value of marketing, consumer demand, and its impact on culture and commerce;
3. create a marketing plan complete with defined goals and milestones;
4. demonstrate an awareness of marketing and brand strategies and their effectiveness.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. utilise relevant skills in information communication technologies and use of electronic information sources.
2. work independently, to understand one's own learning style and work regime;
3. use time management effectively to include the ability to plan and set priorities;
4. analyse data and to formulate and express relevant arguments and hypotheses;
5. assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
6. examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another.

Method of Assessment

Main Assessment Methods

Solo Improvisation (5 min) - 25%

Group Improvisation (12 min) - 50%

Reflective Critique (1000 words) - 25%

Reassessment Methods

- Like-for-like.

Preliminary Reading

Indicative Reading List:

Bohman, Phillip V. (2002). World Music – A Very Short Introduction. Oxford University Press.

Clayton, Hernert & Middleton (2003). The Cultural Study of Music – A Critical Introduction. Routledge

Freeman, Phil (2001). New York is Now! - The New Wave of Free Jazz. The Telegraph Company.

Nyman, Michael (1999). Experimental Music. Cambridge University Press.

Stevens, John (2007). Search & Reflect – A Music Workshop Handbook. Community Music Ltd.

Pre-requisites

CMAT3110 - Individual and Group Performance

CMAT3020 - Performance, Stagecraft and Psychology

Synopsis *

This module will explore a variety of approaches to improvisation including Western idiomatic conventions, music(s) from other cultures, part-composed/part-improvised material, and contemporary and 'free' methodologies. Throughout the weekly workshops, students will improvise in an array of settings and will experiment with different exercises, both as soloists and as part of an ensemble. Students will perform with and/or direct groups of improvisatory musicians throughout, and will be presented with various assessed practical tasks, designed to develop the wide range of skills necessary to perform and improvise in the twenty-first century.

2022-23 Medway Module Handbook

CMAT514		Music Performance: Session Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

- 1) understand key facts, concepts, principles and theories relevant to contemporary and commercial music, including its production and performance;
- 2) develop an understanding of recent music genres, their associated characteristics, and the historical, cultural and technical issues that enhance knowledge of them;
- 3) understand the relationships between musical creation, performance and reception;
- 4) demonstrate an understanding of musical organisation, style, genre or tradition for a broad range of contemporary and commercial types of music;
- 5) understand the creation, adaption and editing of music; using appropriate technological resources;
- 6) demonstrate the conception of musical ideas and their manipulation in an inventive and individual way;
- 7) demonstrate the artistic and expressive skills necessary to communicate music convincingly to the listener, both as an individual and part of a group.

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

- 1) assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
- 2) synthesize inputs (knowledge, materials, information) in order to generate outputs in written, aural or practical format;
- 3) communicate and interact effectively with others;
- 4) work independently, to understand one's own learning style and work regime;
- 5) demonstrate effective time management and plan and set priorities.

Method of Assessment

Main assessment methods

- 1) Individual Performance Assessment 1 (take-away performance task; response to a 3-min recording) 25%
- 2) Group Performance Assessment 2 (performance exam 20 min; response to a 4-min recording) 50%
- 3) Reflective Critique (1,000 words) 25%

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Green, B & Gallwey, T. (2003). *The Inner Game of Music*. London: Pan Books
Hamum, J. (2014). *The Practice of Practice: Get Better Faster*. Sol Ut Press
Parncutt R. & McPherson, G. (2002) *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.
Ritchie, L., & Williamon, A. (2013). Measuring Musical Self-Regulation: Linking Processes, Skills, and Beliefs. *Journal of Education and Training Studies* 1(1), 106-116.
Williamon, A. (2004) *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

CMAT3110 - Individual and Group Performance
CMAT3020 - Performance, Stagecraft and Psychology

Restrictions

Not available as an elective (wild) module

Synopsis *

This module focuses on specific skills and techniques essential for performers working as sessions musicians across a varied range of genres, as informed by contemporary music industry practice. The emphasis is on the development of a 'toolbox' of competencies relevant to different professional scenarios. These include the ability to sight-read chord charts and fully notated band parts, pre-prepare material at short notice, spontaneous musical contribution to previously unheard tracks, improvisation, click track accuracy and creativity under pressure. Students will be presented with multiple assessed practical tasks, designed to facilitate engagement in a process of collaboration with other musicians, developing performance skills specific to recording studio and/or live performing environments.

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CMAT515		Postproduction Sound for Moving Image				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22
Independent study hours: 128
Total study hours: 150

Learning Outcomes

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

1. describe and analyse the differing formal conventions surrounding the use of sound with other media;
2. combine sound and moving image to produce a finished audio/visual product;
3. record, manipulate and balance the differing sound elements of video/film using current industry software;
4. review and critically apply key scholarly ideas in the field of film sound to their own work.

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

1. demonstrate IT skills including and the use of complex applications;
2. demonstrate ability and confidence in carrying a project through to delivery with demonstration of flexibility of thought;
3. deliver work to a given length, format, brief and deadline;
4. assimilate different theoretical and aesthetic systems of thought and to relate theory to practice within a filmic and moving image context;
5. demonstrate relevant skills in associated technologies and use of electronic sources and resources.

Method of Assessment

Main Assessment Methods

Film Sound Project (3 minutes) - 50% and Commentary (300 words) - 10%
Critical Theory Essay (1200 words) - 40%

Reassessment methods
- Like for like.

Preliminary Reading

Indicative Reading List:

Chion, M. (1994). *Audio-Vision: Sound on Screen*. New York: Columbia University Press.
Chion, M. (1999). *The Voice in Cinema*. New York: Columbia University Press.
Davison, A. (2003). *Hollywood Theory, Non-Hollywood Practice: Cinema Soundtracks in the 1980s and 1990s*. Aldershot: Ashgate.
Holman, T. (2010). *Sound for Film and Television* (3rd ed.) Oxford: Focal.
Karlin, F. (2004). *On the Track: A Guide to Contemporary Film Scoring*. London: Routledge.
Wyatt, H. (2005). *Audio Post Production for Television and Film: An Introduction to Technology and Techniques* (3rd ed.) Oxford: Focal.
Yewdall, D. L. (2012). *The Practical Art of Motion Picture Sound*, 4th Edition, London: Focal Press.

Pre-requisites

Co-requisite: CMAT5080 - Music and Sound for Film, Television and Media

Synopsis >*

The module introduces students to the field of media sound in both theory and practice. The focus will be on sound production techniques, including postproduction crafts such as Foley (sound effects), ADR (Additional Dialogue Recording) and sound design (special audio effects). Students also study film-sound theory and the history of film sound gaining insight into critical approaches to the analysis of sound and sound design for moving image and its impact of view engagement.

2022-23 Medway Module Handbook

CMAT516		Songwriting Techniques				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Contact Hours: 22
Private Study hours: 128
Total Hours: 150

Learning Outcomes

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

- 1) demonstrate an understanding of key technical concepts in writing and arranging popular music;
- 2) demonstrate a critical awareness of key topics in music theory in areas such as tonality/modality, harmony and rhythm;
- 3) create original music using song writing techniques, beginning to shape the finer details of a composition;
- 4) utilize musical instruments and related musical technologies to develop musical material in the production of songs.

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

- 1) use IT and other sophisticated technologies in the preparation of work;
- 2) be self-critical of work in progress, responding to the critical insights of others in order to develop a final piece of work;
- 3) prioritise tasks and manage time and resources effectively.

Method of Assessment

Main assessment methods

- 1) Song 1: Recording of an original song for voice and one other instrument (4 minutes) 20%; plus a Written Commentary (300 words) 10%.
- 2) Song 2: Recording of an original song for voice and 3 - 5 other instruments (4 minutes) 45%; plus a Reflective Critique (1000 words) 25%.

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Everett, W. (2004). 'Making Sense of Rock's Tonal Systems', Music Theory Online, Vol. 10 (4)
Moore, A (1992). 'Patterns of Harmony', Popular Music, Vol. 11. pp. 73-106
Moore, A. (2012). Song Means: Analysing and Interpreting Recorded Popular Song. Aldershot: Ashgate.
Winkler, P. K (2007). 'Toward a Theory of Popular Harmony' in Moore, A. (Ed) Critical Essays in Popular Musicology, Aldershot: Ashgate.

Pre-requisites

CMAT3120 - Digital Music Production
or
CMAT3160 - Audio Recording and Editing Techniques

Synopsis *****

In this module, students will be exposed to a variety of song-writing techniques and will develop and nurture the wide-ranging skill set necessary to succeed in the current music industry. Students will learn to carry out basic harmonic analyses of existing songs and apply theoretical approaches to produce original work, investigate different ways to structure songs, explore creative methods to write and develop lyrics, and learn how to enhance basic song templates with melodic accompaniments (e.g. strings, brass etc.).

2022-23 Medway Module Handbook

CMAT517		Interactive Audio Electronics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate knowledge and critical understanding of well-established principles and processes in electronic audio interface design;
- 2) apply underlying electronics concepts and principles to the design of a device for generating, modifying or controlling audio;
- 3) critically evaluate the appropriateness of different approaches to solving problems in audio electronics design;
- 4) design and build technological resources using audio electronics for the purpose of interface design.

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

- 1) prepare work using IT skills, including use of online and electronic information sources;
- 2) use a range of techniques to enable effective communication of ideas and principles to others;
- 3) develop time management skills to plan and use resources effectively;
- 4) work independently and understand their own learning style and work regime.

Method of Assessment

Main Assessment Methods

- 1) Presentation (20 min) 20%
- 2) Written report (1500 words) 80% [includes schematic diagrams]

Reassessment Methods

- Like-for-like. If the Presentation element is failed, it should be resubmitted as a video.

Preliminary Reading

Indicative Reading List:

Hayes, T and Paul Horiwitz. (2015). Learning the Art of Electronics: A Hands-On Lab Course. Cambridge: Cambridge University Press.
Horowitz, P and Winfield Hill (2015). The Art of Electronics. Cambridge: Cambridge University Press.
Intellin Organisation (2008). Electronic Audio Circuits Source Book. New York: Intellin.
Group DIY forum. <http://groupdiy.com/index.php>

Pre-requisites

Co-requisite: CMAT5040 - Audio Electronics

Restrictions

Not available as an elective (wild) module

Synopsis *

Students will build on their knowledge of basic electronics and will be introduced to a processor based computer interface (e.g. Arduino). Students will learn how to write code for the interface, and will work towards an assessed design project that includes some electronic circuit design as well as some programming in order to create an interface to control audio. Some design and construction using wood, metal and/or plastic, will be necessary for building final projects.

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CMAT518		Sound Design and Audio-Based Composition				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:

- 1) recognise key facts and comment on concepts, principles and theories relevant to contemporary music technology and audio production;
- 2) demonstrate an awareness of contemporary audio technologies and their associated uses;
- 3) work creatively with a wide range of tools, techniques and equipment, including specialist software.

The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:

- 1) assimilate theoretical and aesthetic systems of thought and to relate theory to practice;
- 2) synthesise inputs (knowledge, materials, information) in order to generate outputs in written, aural and practical format;
- 3) manage time and resources effectively, plan and set priorities.

Method of Assessment

Main assessment methods

Assessment for Level 5 students:
Portfolio (100%): Audio Exercises (25%) and a 3-min Miniature Stereo Composition (60%) with 600 words written report (15%).

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Cox, C. and D. Warner (2007). *Audio Culture - Readings in Modern Music*. Oxford: Bloomsbury.
Emmerson, S. and Landy L. (eds) (2016). *Expanding the Horizon of Electroacoustic Music Analysis*. Cambridge: Cambridge University Press.
Landy, L. (2007). *Understanding the Art of Sound Organisation*. Cambridge.: MIT Press.
Moore A. (2016). *Sonic Art*. Oxon: Routledge.
Roads C. (2015). *Composing Electronic Music*. Oxford: Oxford University Press.
Smalley, D. (1997). 'Spectromorphology: explaining sound-shapes'. *Organised Sound*, Vol. 2, pp. 107-126.
Wishart, T. (1996). *On Sonic Art*. Reading: Harwood Academic Publishers.

Pre-requisites

CMAT3130 - Critical Listening and Sound-Making
or
CMAT3160 - Audio Recording and Editing Techniques

Restrictions

Not available as an elective (wild) module

Synopsis *

The module explores advanced audio design techniques and critical listening skills demonstrated and applied in specific music contexts. Students will develop the ability to discern and analyse sound characteristics, record and sculpt sonic events to create original sound design, and produce advanced creative work that explores the rich potential offered by sound processing and arranging techniques. Students will look into works of significant composers in the field, and will be taught through a series of interactive seminars, studying both the aesthetics and the technology of audio-based composition and sound design.

2022-23 Medway Module Handbook

CMAT519 Spatial Sound Design, Composition and Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:

- 1) recognise and describe the characteristics of multichannel sound in electroacoustic, computer-based composition and sound installation;
- 2) demonstrate a practical understanding of sound spatialisation developments and be familiar with suitable methods working in a variety of multi-loudspeaker formats;
- 3) work creatively with sound and space utilising some of the latest specialist technology.

The intended generic learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) assimilate theoretical and aesthetic systems of thought and to relate theory to practice;
- 2) synthesise inputs (knowledge, materials, information) in order to generate outputs in written, aural and practical format;
- 3) manage time and resources effectively, plan and set priorities.

Method of Assessment

Main assessment methods
Assessment for Level 5 students:

This module will be assessed by the following methods:

- 1) Multi-channel Composition (5 min) (70%), plus 400-word written report (10%)
- 2) Live Performance (3 min) (10%) and Diffusion Score (10%)

Reassessment Methods

Coursework 100%

Preliminary Reading

Indicative Reading List:

Blessner, B. and Salter, L.-R. (2007). *Spaces Speak, Are You Listening? Experiencing Aural Architecture*. Cambridge, Massachusetts: MIT Press.
Born, G. (ed.) (2013). *Music, Sound and Space*. Cambridge: Cambridge University Press.
Ewan S. and K. Lauke (2010). 'Music, Space and Theatre: Site-specific approaches to multichannel spatialisation'. *Organised Sound*, 15(3), 251-9.
Landy, L. (2012). *Making Music with Sounds*. NY: Routledge.
Roginska A., and Geluso P. (eds) (2018). *Immersive Sound: The Art and Science of Binaural and Multi-Channel Audio*. London: Focal Press.
Rumsey, F. (2013). *Spatial Audio*. Abingdon: Focal Press.
Smalley, D. (2007). 'Space-form and the Acousmatic Image'. *Organised Sound*, 12(1), 35-58.

Pre-requisites

Co-requisite: CMAT5180- Sound Design and Audio-Based Composition

Synopsis *

Spatial sound is a powerful tool for immersion and is fast becoming a must-have knowledge for many different media and technologies including cinema, theatre, sound installations, exhibitions, live performance and game sound. This module will explore spatial sound, multi-loudspeaker and surround sound formats, including an outline of the developments of spatial sound music and the work of significant composers in this field. Students will study both the aesthetics and technology of multichannel music, including live diffusion techniques, large sound distribution systems and multichannel sound installations. Students will be led to produce creative work that explores the rich potential offered by sound spatialisation techniques, which will culminate in a live performance with the Music and Audio Arts Sound Theatre (MAAST) system.

2022-23 Medway Module Handbook

CMAT602 Advanced Performance, Stagecraft and Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact Hours: 27
Independent 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:

- 1) demonstrate a systematic understanding of advanced stagecraft skills and psychological strategies relevant to contemporary and commercial music, with application to performance and practice contexts;
- 2) demonstrate an advanced understanding of the psychological, historical, cultural and technical issues that inform knowledge about performer-audience interaction, performance settings, recent music genres and their associated repertoires;
- 3) critically interrogate the relationships between musical creation, performance and reception;
- 4) control and manipulate performance setting, musical and extra-musical elements of performance in an inventive and individual way;
- 5) utilise the psychological, artistic and expressive skills necessary to communicate music convincingly to the listener, both as an individual and part of a group.

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

- 1) assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
- 2) examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another;
- 3) synthesise inputs (knowledge, materials, information) in order to generate outputs in written, audio or practical format;
- 4) communicate and interact effectively with others;
- 5) work independently, to understand one's own learning style and work regime;
- 6) plan and set priorities.

Method of Assessment

Main assessment methods
This module will be assessed by 100% coursework.

- 1) Contribution to Workshops 10%
- 2) Practice and Rehearsal Diary (1,100 words) 20%
- 3) Final Public Performance (25 min) 70%. The student is assessed in either an individual (solo) or group context, as appropriate; i.e. classical music players are likely to be assessed in a solo context or with a single accompanist, whereas jazz and popular musicians are more likely to feature in a group (band) setting.

13.2 Reassessment methods
Coursework 100%

Preliminary Reading

Indicative Reading List

Harnum, J. (2014). *The Practice of Practice: Get Better Faster*. Chicago: Sol Ut Press.
Kageyama, N. (2017). *The Bulletproof Musician Blog*. Available at <http://www.bulletproofmusician.com>
Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.
St George, J. M. (2012). 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes'. *Music Education Research* 14 (2).
Williamon, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

CMAT3020 - Performance, Stagecraft and Psychology

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

This module focuses on the consolidation of advanced, professional level stagecraft skills (practical and artistic), supported by an understanding of psychological strategies which can streamline practice sessions and optimise performance. You will study the key elements of professionalism in performance, including artistic communication/audience relationship; pace, choreography & stage management; control of technology; adjustment to context/venues. Skills and understanding are promoted through individual instrumental lessons and through performance workshops which provide a weekly forum for discussion and feedback.

2022-23 Medway Module Handbook

CMAT603		Business Plan Development				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

1. Demonstrate a knowledge of music business innovation and enterprise development, markets and business planning and be able to prepare a business plan and strategy to meet the challenges of the industry.
2. Demonstrate an awareness of stakeholder involvement in businesses including start-ups in the music industry, accounting and financial disciplines.
3. Analyse and evaluate business data and employ the analysis in evidence-based decision-making.

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

1. Gather, evaluate and synthesize evidence including the identification of reliable academic sources.
2. Analyse data and formulate and express relevant arguments and hypotheses.
3. Examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another.
4. Utilise relevant skills in information communication technologies and use of electronic information sources.
5. Work independently, understanding one's own learning style and work regime.
6. Plan and set priorities, and engage and understand time management.

Method of Assessment

Main assessment methods

Business Plan (2,500 words) 100%

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Brabec, J. and Brabec, T. (2011). Music, money, and success: the insider's guide to making money in the music business. New York: Schirmer Trade Books.
Dann, A. and Underwood, J. (2003). How to succeed in the music business. London: Omnibus.
Krasilovsky, M. W., Shemel, S. and Gross, J. M. (2003). This business of music: the definitive guide to the music industry. New York: Billboard Books.
Passman, D. S. (2011). All you need to know about the music business. London: Penguin.
Rudenske, J. S. and Denk, J. P. (2005). Start an independent record label. New York: Schirmer Trade Books.
Wood, M. B. (2014). The marketing plan handbook.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

It is now a requirement that businesses, including start-ups prepare a business plan to reassure stakeholders that it is worthwhile investing their time and money in the business. Banks now need reassurance that the management behind the business has researched their market and have a clear plan for development. This module takes the student through the process of preparing and producing a comprehensive business plan including market research, cash flow and profit and loss projections. The student is encouraged to utilise robust research practices and to engage with strategic critical thinking. The business plan, including a SWOT analysis, forms the basis of a presentation which the student can use should they wish to approach investors or banks going forward.

2022-23 Medway Module Handbook

CMAT605		Critical Perspective on Music in Society				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) assimilate key facts, concepts, principles and theories relevant to contemporary and commercial music;
- 2) demonstrate a systematic understanding of recent music genres and their associated repertoires and texts, and the historical and cultural issues that inform knowledge about them;
- 3) demonstrate an in-depth knowledge of the contemporary cultural and contextual elements that inform and impact upon music and in turn the contribution of music to public culture and the arts;
- 4) recognise and describe musical organisation, style, genre or tradition for a broad range of contemporary and commercial types of music.

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

- 1) gather, evaluate and synthesise evidence including the identification of reliable academic sources;
- 2) analyse data and to formulate and express relevant arguments and hypotheses;
- 3) assimilate different theoretical and aesthetic systems of thought and to relate theory to practice;
- 4) examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another;
- 5) synthesise inputs (knowledge, materials, information) in order to generate outputs in written and audio format.

Method of Assessment

Main assessment methods
This module will be assessed by the following methods:

- 1) Individual Seminar Presentation (20 minutes) 25%
- 2) Essay (3,000 words) 75%

Reassessment methods
This module will be re-assessed by the following methods:

Like-for-like

Preliminary Reading

Indicative Reading List

Bennett, A., Shank, B., & Toynbee, J. (eds.) (2006) *The Popular Music Studies Reader*. Routledge.
Clayton, M., Herbert, T., and Middleton, R. eds. (2003) *The Cultural Study of Music: A Critical Introduction*. New York: Routledge.
DeNora, T. (2000). *Music in Everyday Life*. Cambridge: CUP.
Feld, S. 2000. "A Sweet Lullaby for World Music." *Public Culture* 12(1): 145-171.
Frith, S., Straw, W. and J. Street (eds.) (2001). *The Cambridge Companion to Pop and Rock*. Cambridge University Press.
Leonard, M. (2007) *Gender in the Music Industry*. Ashgate.
Longhurst, B. and D. Bogdanović (2014) *Popular Music and Society*. Third edition. Polity Press.
Scott, D. B. ed. (2000) *Music, Culture and Society: A Reader*. OUP.
Shuker, R., (2012) *Popular Music Culture: The Key Concepts*. Third Edition. Routledge.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

Music plays an important role in our daily lives and is woven into the fabric of society. We listen to music in a variety of contexts and via different media. The omnipresence of music raises several questions: why do we listen to, play and create music and how does it affect our lives, identity and political views? What is the relation between the society we live in and the role, meaning and value of music within that society? How is music influenced by and how does it influence social norms, the political economy, media industries and technological developments? The module concentrates on post WWII popular music live and mediated through its study in context (of a time and place) and as a multimedia/intertextual phenomenon (involving sound, image and the written word). Students will engage with the ways in which culture and ideology, politics and economy, and notions of race, gender and class continue to shape and influence the production and reception of popular music culture.

2022-23 Medway Module Handbook

CMAT606	Dissertation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	80% Project, 20% Coursework	

Contact Hours

Total Contact Hours: 16
Independent Study Hours: 284
Total Study Hours: 300

Learning Outcomes

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

- 1) demonstrate an in-depth knowledge of one specialist area in music/music technology studies;
- 2) select and employ appropriate humanities research methods to gather information;
- 3) analyse and critically evaluate research findings, forming relevant and meaningful conclusions in the chosen field of musical study;
- 4) produce a detailed academic dissertation in music/music technology studies, which includes appropriate specialist terminology, clear presentation and correct referencing of sources.

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

- 1) apply and transfer the research skills they have developed during the module;
- 2) demonstrate an ability to work on a large-scale piece of work over an extended period of time;
- 3) engage in critical self-reflection and evaluation of work in progress;
- 4) communicate effectively using formal language.

Method of Assessment

Main assessment methods
The module will be assessed through the following:

- 1) Draft and Plan (1500 words) 20%
- 2) Final Dissertation (6000 words) 80%

Reassessment methods
The module will be re-assessed through the following:

- 1) Final Dissertation (6000 words) 100%

Preliminary Reading

Indicative Reading List

Baxter, L., Hughes, C. and Tight, M. (2001) *How To Research*. (2nd edition) Buckingham: Open University.
Bell, J. (2014) *Doing Your Research Project*. (6th edition). Buckingham: Open University.
Denscombe, M. (2017) *The Good Research Guide*. (6th edition) Buckingham: Open University.
Rudestam, K. and Newton, R. (2007) *Surviving Your Dissertation: A Comprehensive Guide To Content And Process*. (3rd edition) London: Sage.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

The module presents an opportunity to undertake research on a specific topic in music studies/music technology working largely alone, and to present in a structured form the results of that research. The research may be of an empirical or library based nature, or a combination of each. It will provide students with an opportunity to profit from pursuing studies outside of taught courses; to develop the student's interest in areas of and approaches to music studies, which may not be covered in taught courses if agreed by their tutor. Therein lies the opportunity to be assessed on the basis of skills different from those required for a traditional examination. This is also an opportunity to demonstrate organisational and planning skills together with initiative.

2022-23 Medway Module Handbook

CMAT607		Employment in the Music Industry				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22
Independent study hours: 128
Total study hours: 150

Learning Outcomes

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

1. Exhibit an in-depth understanding of procedures and administration attached to a freelance career in the Music Industry.
2. Evaluate the viability and longevity of career pathways within the Music Industry.
3. Engage in self-reflective critical evaluation of career choices.
4. Create a career plan and presentation portfolio for prospective employers.
5. Demonstrate an awareness of the income streams available to the individual within the Music Industry.

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

1. Analyse data and formulate and express relevant arguments and hypotheses.
2. Examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another.
3. Synthesize inputs (knowledge, materials, information) in order to solve problems or generate outputs in written, audio or practical format.
4. Utilise relevant skills in information communication technologies and use of electronic information sources.
5. Work independently, understanding one's own learning style and work regime.
6. Plan and set priorities, and engage and understand time management.

Method of Assessment

Main assessment methods
Professional Career Portfolio (3000 words) 100%

Reassessment methods
Professional Career Portfolio (3000 words) 100%

Preliminary Reading

Indicative Reading List

Ashurst, W. (2000). *Stuff the music business: the DIY guide to making it*. London: Sanctuary.
Brabec, J. and Brabec, T. (2011). *Music, money, and success: the insider's guide to making money in the music business*. New York: Schirmer Trade Books.
Dann, A. and Underwood, J. (2003). *How to succeed in the music business*. London: Omnibus.
Krasilovsky, M. W., Shemel, S. and Gross, J. M. (2003). *This business of music: the definitive guide to the music industry*. New York: Billboard Books.
Lessig, L. (2009). *Remix: making art and commerce thrive in the hybrid economy*. New York: Penguin Books.
Passman, D. S. (2011). *All you need to know about the music business*. London: Penguin.
Rudenske, J. S. and Denk, J. P. (2005). *Start an independent record label*. New York: Schirmer Trade Books.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

The Music Industry contributes over £4.1 billion (ONS) to the U.K economy and supports over 120,000 full time employees, many of them freelance. The opportunities that are available are explored and career pathways are analysed in relation to prospects for long term employment. Partnerships, company start up, taxation, accountancy, VAT, bookkeeping, National Insurance, pensions, time management, cash flow management, investment and hourly charge out rates are all discussed with the view to giving the student a firm grounding in employment or self-employment for the future.

2022-23 Medway Module Handbook

CMAT608 Income Streams and Financial Management in the Music Industry						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22
Independent study hours: 128
Total study hours: 150

Learning Outcomes

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

1. understand the various approaches to financial management within the Music Industry.
2. demonstrate an awareness of the income streams within the Music Industry.
3. critically evaluate Music Industry entrepreneurialism and the ethical and financial implications of this career pathway.
4. demonstrate an awareness of stakeholder participation in the income streams within the Music Industry.

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

1. utilise relevant skills in information communication technologies and use of electronic information sources.
2. engage with team working and collaboration: the ability to communicate and interact effectively with others.
3. work independently, to understand one's own learning style and work regime.
4. understand and engage with entrepreneurship and employment skills: the ability to be resilient in developing and sustaining a career path, taking into account personal strengths and characteristics.
5. use time management effectively to include the ability to plan and set priorities.

Method of Assessment

Main assessment methods

Essay (4,000 words) 100%

Reassessment methods

Essay (4,000 words) 100%

Preliminary Reading

Indicative Reading List

Anderson, C. and Anderson, C. (2009). The longer long tail: how endless choice is creating unlimited demand. London: Random House Business.

Ashurst, W. (2000). Stuff the music business: the DIY guide to making it. London: Sanctuary.

Brabec, J. and Brabec, T. (2011). Music, money, and success: the insider's guide to making money in the music business. New York: Schirmer Trade Books.

Budnick, D. and Baron, J. (2012). Ticket masters: the rise of the concert industry and how the public got scalped. New York: Plume.

Krasilovsky, M. W., Shemel, S. and Gross, J. M. (2003). This business of music: the definitive guide to the music industry. New York: Billboard Books.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis >*

There is a general perception that if successful, an artist can generate a substantial amount of income for all the related stakeholders within the Music Industry. This module provides an in-depth approach to managing income streams, the various percentage splits, maximising income and the responsibilities of the associated stakeholders. Students will study financial management and good business practice along with the associated ethical ramifications.

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CMAT609 Independent Music Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	70% Project, 30% Coursework	
1	Medway	Spring	H	30 (15)	70% Project, 30% Coursework	

Contact Hours

Total Contact Hours: 16
Independent Study Hours: 284
Total Study Hours: 300

Learning Outcomes

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

- 1) demonstrate a specialist, working knowledge of one practical area relating to music or music technology;
- 2) formulate and articulate a practical project relating to music or music technology;
- 3) select and employ appropriate research methods to gather information;
- 4) analyse and critically evaluate research findings, placing the student's own work in context;
- 5) produce a substantial piece of practical work which utilises advanced and appropriate software, techniques and/or technology.

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

- 1) work independently, and understand one's own learning style and work regime;
- 2) engage in critical self-reflection and evaluation of work in progress and respond positively to the critical insights of others;
- 3) deploy appropriate theoretical and aesthetic systems of thought, and relate theory to practice;
- 4) plan and set priorities, demonstrate resilience and manage time and resources effectively.

Method of Assessment

Main assessment methods

Project (70%) (this can take a variety of forms)
plus a critical, contextualising document (1200 words) (30%)

Reassessment methods
100% project

Preliminary Reading

Indicative Reading List

Tutors will guide each student to relevant resources for their chosen topic.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

In this module, students bring the expert knowledge they accumulated during their studies in one final project, which takes the form of an individual study in one practical area relating to music or music technology. The project can be (but is not restricted to) a large-scale composition, a songwriting project, sound design and foley, audio-visual work, sound installation, audio programming, sound spatialisation, or performance. Students will choose an area of study in conjunction with a tutor, who will oversee the development of their project. Expertise gained through the undergraduate course will be enhanced and strengthened in this final work.

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CMAT614		Creating Audio Applications				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

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

- 1) demonstrate a systematic understanding of key principles and processes in designing audio applications informed by the forefront of the discipline;
- 2) demonstrate an understanding of technical, creative and usability issues associated with audio applications;
- 3) use computer programming skills to create, adapt, edit, and deploy software in an audio context;
- 4) evaluate contemporary audio applications within an historical context

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

- 1) synthesize knowledge, and information in order to generate output in written, audio, and practical formats;
- 2) manage time and to plan and set priorities effectively;
- 3) critically evaluate a range of software tools in order to achieve a solution to a problem;
- 4) use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.

Method of Assessment

Main assessment methods

Portfolio (audio application design) 60%
Written report (1600 words) 40%

Reassessment

Like-for-like

Preliminary Reading

Indicative Reading List

Boulanger, R. and Victor Lazzarini (eds.) (2010) The Audio Programming Book. Cambridge MA: MIT Press
Collins, N (2010). Introduction to Computer Music. Wiley.
Dean, Roger (ed.) (2009) The Oxford Handbook of Computer Music. NY: Oxford University Press
Roads, C (1996). The Computer Music Tutorial. Cambridge: MIT Press.
Smith, Steven (2002) Digital Signal Processing: A Practical Guide For Engineers And Scientists. San Diego: Spectrum, Inc.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module will address the issues around different ways in which software can be used to develop audio applications. Taught via a combination of lectures and practical computer lab sessions, students will have the opportunity to design and build their own audio plug-ins, or standalone applications. These may range across a wide spectrum of uses, from performance to recording, from entertainment to interactive installations. Emphasis will be placed on various parts of the design process including prototyping and usability testing, so that students build up a good awareness of the context for which applications need to be designed.

2022-23 Medway Module Handbook

CMAT618		Sound Design and Audio-Based Composition				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Independent Study Hours: 128
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module Level 6 students will be able to:

- 1) recognise and demonstrate a critical awareness of key facts, and evaluate and comment on concepts, principles and theories relevant to contemporary music technology and audio production;
- 2) demonstrate an in-depth knowledge of contemporary audio technologies and their associated uses;
- 3) produce advanced creative work that uses a wide range of tools, techniques and equipment, including specialist software.

The intended generic learning outcomes.
On successfully completing the module Level 6 students will be able to:

- 4) demonstrate a systematic understanding of theoretical and aesthetic systems of thought and to relate theory to practice;
- 5) synthesise and deploy accurately inputs (knowledge, materials, information) in order to generate outputs in written, aural and practical format;
- 6) manage time, resources and own learning effectively, plan and set priorities.

Method of Assessment

Main assessment methods
Assessment for Level 6 students:

Portfolio (100%): Audio Exercises (25%) and a 3-min Miniature Stereo Composition (60%) with 600 words written report (15%).

Level 6 students will be given separate coursework briefs which refer to more advanced compositional theories that the student is expected to engage with in their work.

Reassessment methods
Like for like.

Preliminary Reading

Indicative Reading List

Cox, C. and D. Warner (2007). *Audio Culture - Readings in Modern Music*. Oxford: Bloomsbury.
Emmerson, S. and Landy L. (eds) (2016). *Expanding the Horizon of Electroacoustic Music Analysis*. Cambridge: Cambridge University Press.
Landy, L. (2007). *Understanding the Art of Sound Organisation*. Cambridge.: MIT Press.
Moore A. (2016). *Sonic Art*. Oxon: Routledge.
Roads C. (2015). *Composing Electronic Music*. Oxford: Oxford University Press.
Smalley, D. (1997). 'Spectromorphology: explaining sound-shapes'. *Organised Sound*, Vol. 2, pp. 107-126.
Wishart, T. (1996). *On Sonic Art*. Reading: Harwood Academic Publishers.

Pre-requisites

CMAT3130 - Critical Listening and Sound-Making
or
CMAT3160 - Audio Recording and Editing Techniques

Restrictions

Not available as an elective (wild) module

Synopsis *

The module explores advanced audio design techniques and critical listening skills demonstrated and applied in specific music contexts. Students will develop the ability to discern and analyse sound characteristics, record and sculpt sonic events to create original sound design, and produce advanced creative work that explores the rich potential offered by sound processing and arranging techniques. Students will look into works of significant composers in the field, and will be taught through a series of interactive seminars, studying both the aesthetics and the technology of audio-based composition and sound design.

2022-23 Medway Module Handbook

DESG7001	Creative Studio Operation					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Medway	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 33 hours
Private study hours: 267 hours
Total study hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A comprehensive understanding and collaborative experience of creative agency professional practice and procedures.
- 2 An understanding of the complete process of project creation, from the initial analysis of the brief, the response and development stages through to the design, pitch and production.
- 3 Ability to work and contribute individually and in creative teams to the production and delivery of complex marketing and communication strategies.
- 4 Understanding and managing of a team as a creative resource. Participating, analysing and evaluating the process by which decisions - deliberate or intuitive - are arrived at.
- 5 Produce work that demonstrates a command of the complexity of the event commissioning process and relationships between client, customers, community of interest and other relevant stakeholders.
- 6 Conceptual understanding to critically engage and apply key debates and relevant texts within an inherently interdisciplinary subject to studio practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 To make informed decisions regarding personal study choices, carry out independent research, identify objectives and to work to deadlines.
- 2 Demonstrate an advanced level capacity for critical reflection, identifying appropriate research/design needs and considering the means and methodologies for meeting them.
- 3 To be effective in communicating and expressing arguments with conviction, referring to key issues and relevant questions at an advanced level in written, oral and creative forms.

Method of Assessment

Main assessment methods

Practical Project - Presentation 45 minutes (60%)

Research Process Blog/Portfolio - Minimum 8 contributions of 400 words plus images. Maximum 8 contributions of 600 words plus images (40%)

Reassessment methods

Reassessment instrument: Like for like

Preliminary Reading

Indicative Reading List

Bayley, S. (2011). Life's a pitch: How to sell yourself and your brilliant ideas. Transworld Digital

Lucas, S. (2012). The Immersive Worlds Handbook: Designing Theme Parks and Consumer Spaces. UK: Routledge

Schmitt, B. (2000). Experiential Marketing: How to get customers to sense, feel, think, act and relate to your company and brands. New York: Simon and Schuster

Wheeler, A. (2017). Designing Brand Identity: An essential guide for the whole branding team. New Jersey: John Wiley and Sons

Yakeley, D. (2010). The BIID Interior Design Job Book. London: RIBA

Pre-requisites

None

Synopsis *

The Creative Studio Operation module will shadow the structure and management of the professional creative agency. 'Live Briefs' from brand clients currently in development from a number of experiential marketing agencies will form the basis of the primary practical project in this module. Where appropriate there will be visits and critiques from agency staff and industry professionals (in person or via video conferencing technology), who will follow the process.

Students gain academic and industry experience by presenting their creative thinking, problem solving strategies and design concepts to the module team (participants) and in providing constructive criticism on the work of their peers and receiving the same in return.

The process of recording, analysing and evaluating the process from an initial rigorous interrogation of the brief, the development of the design strategy through to proposals to be pitched back to the client is a key component of the module. As is the identification and critique of the turn-key creative process and momentum. This will be documented in the Research Process Blog.

2022-23 Medway Module Handbook

DESG7002		Immersive Space Design				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 33 hours
Private study hours: 267 hours
Total study hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to prepare and manage well-supported and critical analyses and proposals based on theory and covering a range of issues in relation to immersive art, theory and space design.
- 2 An ability to formulate viable, original and well-supported proposals and projects aimed at dealing with the complexity of immersive space design.
- 3 Advanced negotiation skills and professional attitude in dealing with stakeholders.
- 4 Research skills including the formulation of a conceptual framework and use of a range of information sources.
- 5 Professional graphic and presentation skills to be applied to the submission of written reports and practical presentations.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to reflect critically on own ideas by becoming more open and acquainted with unfamiliar ideas and practices.
- 2 An ability to work effectively in a multi-disciplinary, multi-cultural environment.
- 3 The ability to work as part of an interdisciplinary team, to share tasks equitably and to communicate with different specialists.
- 4 An ability to systematically plan, carry through and manage a project programme to a deadline.
- 5 An ability to be self-critical about their own work and constructive in addressing and progressing their own work to a professional standard.

Method of Assessment

Main assessment methods

Illustrated - Essay 3000 Words (30%)

Project Presentation - Minimum 5 minutes for an experience tailored for an individual (40%)

Research Portfolio – Minimum 8 contributions of 200 words plus images. Maximum 8 contributions of 400 words plus images (30%)

Reassessment methods

Reassessment instrument: Like for like

Preliminary Reading

Indicative Reading List

Caputo, T. (2002). Visual storytelling; the art and technique. New York: Watson-Gutpil

Demie, D. (2009). Exhibition Design. London: Lawrence King Publishing

Dixon, S. (2007). Digital Performance: A history of New Media in Theatre, Dance, Performance Art and Installation. Cambridge MA: The MIT Press

Mazuryk, T. and Gervautz, M. (1996). Virtual reality history, applications, technology and future. Vienna: Vienna Institute of Technology

Thomas, M., Editor. (2003). Architecture of Illusion: from motion pictures to navigable Interactive Environments. UK: Intellect

Online Resources

https://www.academia.edu/3453923/An_Immersive_and_Interactive_Exhibition_Experience_Design_IIEED_-_MA_Exploratory_project_2009

Pre-requisites

None

Synopsis *

Students are given the intellectual and practical conditions under which research and production of immersive space design is undertaken. They work within an historical overview, contemporary design techniques, applied or constructed elements and the language of new media (software and hardware). The module enhances the ability to formulate contemporary cultural and corporate communication through live and immersive space within event design (e.g. "live" at the festival or event, and "mediated" via digital technology). Immersive Space Design addresses the relationship between real physical spaces (host space) and the digital realm, investigating and designing for mixed reality spaces and environments. Commercial applications include museum interpretation to brand and product launches.

Students will be encouraged to exercise critical analysis and develop the skills to experiment and formulate new immersive propositions at an advanced level.

2022-23 Medway Module Handbook

DESG7003 Independent Professional Practice Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 33 hours
Private study hours: 267 hours
Total study hours: 300 hours

Learning Outcomes

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

- 1 A high level of creativity and originality, with a capacity to independently generate ideas and solutions towards a programme of design informed by and forming an individual practice.
- 2 An understanding of the complete process of project creation, and the skills to engage from the initial analysis and development of a brief to the design and production.
- 3 An advanced technical skill base.
- 4 Critical engagement with key contemporary design practices, debates and relevant texts within an inherently interdisciplinary and complex subject.
- 5 An advanced understanding of the broader context of the Creative Industries and their position within the field.

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

- 1 To make informed decisions regarding personal study choices, carry out independent research, identify objectives and to work to deadlines.
- 2 Communicate clearly through participation within formal and informal constructive critique of their own work, as well as that of their peers.
- 3 Disseminate work to specialist and non-specialist audiences using appropriate terminology and relevant presentation media and skills.

Method of Assessment

Main assessment methods

Event and Experience Project (40%)
Research Portfolio - Minimum 8 contributions of 200 words plus images. Maximum 8 contributions of 400 words plus images (30%)
Essay 3000 words (30%)

Reassessment methods

Reassessment instrument: Like for like

Preliminary Reading

Indicative Reading List

Collins, H. (2010). *Creative Research: The Theory and Practice of Research for the Creative Industries*. London: Ava.
Dean, R. & Smith, H. eds. (2009). *Practice-led Research, Research-led Practice in the Creative Arts*. Edinburgh: Edinburgh University Press.
Gura, J. (2017) *Post Modern Design Complete*. USA: Thames and Hudson
Hawley, S. Clift, E. M., and O'Brien, K. (2016) *Imaging the City: art, creative practices and media speculations*: Bristol: Intellect Ltd
Jepson, A., and Clarke, A. (2018). *Power, construction and meaning in festivals*. Abingdon UK: Routledge
Smit, B., and Melissen, F. (2018) *Sustainable Customer Experience Design – Co-creating experiences in events, tourism and hospitality*. Abingdon UK: Routledge

Pre-requisites

None

Synopsis *

Independent Professional Practice Development engenders independently motivated practice, asserting and advancing the student's identity as a designer/creative in order for them to produce original design work to a professional standard. Demonstrating self-reflexivity and informed decision-making in the processes of producing a body of practice-based event and experience design work, students will investigate areas of design practice where they want to specialise. Through realising their signature or style of design they will be working toward making a unique contribution to the future evolution of event and experience design. This will include developing the skills necessary to deliver high quality work across a number of media and disciplines and attaining the necessary project management and technical skills. Students will be expected to evidence understanding of the contexts and issues in the production of their work for clients, audiences and other stakeholders. This work in practice, research and writing is aimed to develop conclusive statements on the direction and aims of their practice towards the Independent Research Project Module.

2022-23 Medway Module Handbook

DESG7004 Independent Research Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 20 hours
Private study hours: 580 hours
Total study hours: 600 hours

Learning Outcomes

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

- 1 An advanced understanding of knowledge and practice in the field of events and experience design and production.
- 2 Plan and conduct in a self-directed and independent way the complete process of project creation (practice or theoretical), from the initial analysis and development of a brief or question to the design and production.
- 3 Ability to work and contribute individually and in creative teams to the production and delivery of complex marketing and communication strategies.
- 4 Interrogate, critique and synthesise key debates, relevant texts and publications within an inherently complex interdisciplinary subject.
- 5 Analyse and present complex issues and communicate understanding of them orally, in writing and in other appropriate media.

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

- 1 To make informed decisions regarding personal study choices, carry out independent research, identify objectives and to work to deadlines.
- 2 Communicate and express arguments with conviction, referring to key issues and relevant questions.
- 3 Gather, organise and deploy ideas and information in order to develop creative ideas effectively. Communicate them effectively to specialist and non-specialist stakeholders and audiences in the events industry and audiences in academia.

Method of Assessment

Main assessment methods

Independent Research Project (Dissertation 10,000 words) (70%)
Research Portfolio (Written Project 2,500 words) (30%)

Reassessment methods

Reassessment instrument: Like for like

Preliminary Reading

Indicative Reading List

Collins, H. (2010). *Creative Research: The Theory and Practice of Research for the Creative Industries*. London: Ava.
Dean, R. & Smith, H. eds. (2009). *Practice-led Research, Research-led Practice in the Creative Arts*. Edinburgh: Edinburgh University Press.
Biggam, J. (2011). *Succeeding with your master's dissertation: a step-by-step handbook*. Maidenhead: Open University Press (available as an e-book)

Pre-requisites

None

Synopsis *

In the Independent Research module students advance their research skills to a professional standard in an academic or industrial project. Identifying and producing a theoretical or practice-based research project within the field of Event & Experience Design.

Developing a research proposal in negotiation with their supervisor, incorporating a methodology and schedule for the work. Students are expected to develop their ability to gather and synthesise data, as well as to analyse it in a coherent and convincing manner.

In addition, they are expected to situate their individual advanced specialist investigation and experimentation within the broader context of event and experience design, with a view to their progression in academia or industry. If practice research, a project (event or experience) can be located within a "live" public or commercial environment. In either case the student would be expected to make an original contribution to extending knowledge of the field.

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DESG7005 Research Methods and Context of Event and Experience Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 33 hours
Private study hours: 267 hours
Total study hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Assess contextual frameworks of event and experience production and presentation, such as social environment, audience demographics, institutional/corporate structures, cultural policies, artistic ideologies;
- 2 An understanding of the complete process of project creation, and the skills to engage from the initial analysis and development of a brief to the design and production.
- 3 Plan and conduct in a self-directed and independent way a critical investigation into professional practice that productively applies theories, concepts and discourses to advance the understanding of event creation
- 4 Conceive and write professional project proposals, funding applications and any other material required to work in the events and experience field

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Gather, evaluate and synthesise evidence including the identification of reliable academic and government sources
- 2 Examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices and to apply insights from one area of study to another;
- 3 Disseminate work to specialist and non-specialist audiences using appropriate terminology and relevant presentation media and skills.
- 4 Interact effectively with others, through negotiation and collaboration in a professional context

Method of Assessment

Main assessment methods

Funding Application (30%)

Research Portfolio - Minimum 8 contributions of 200 words plus images. Maximum 8 contributions of 400 words plus images (30%)

Essay (3000 words) (40%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Collins, H. (2010). *Creative Research: The Theory and Practice of Research for the Creative Industries*. London: Ava.
Dean, Peter (2002), *Production Management: Making Shows Happen - A Practical Guide*. Marlborough: Crowood Press.
Doulton, A. (2002). *The Arts Funding Guide*. UK: Directory of Social Change
Henze, R., Wolfram, G., (2013). *Exporting Culture: Which Role for Europe in a Global World*. New York: Springer VS
O'Brien, Dave, (2014). *Cultural Policy: Management, Value and Modernity in the Creative Arts*. London; New York: Routledge
Stevenson, D. (2018). *Managing Organisational Success in the Arts*. Abingdon: Routledge
Thackara, J.,(2015). *How to thrive in the next economy: Designing tomorrow's world today*. London: Thames and Hudson
www.artscouncil.org.uk/funding

Pre-requisites

None

Synopsis *

Research Methods and Context of Event and Experience Design will enable students to fully utilise an advanced understanding of the importance of context in event scholarship and practice. The aim is to provide the necessary research methods for students to be able to study events and experiences in their cultural, historical, social and industrial settings in order to critically evaluate their significance, meaning, influence and affect.

Students will engage through key texts and case studies the ways in which culture and ideology, politics and economy, and notions of race, gender and class continue to shape and influence the production and reception of event culture and the formation of experience.

Cultural policy will be examined and analysed by research into funding structures. The public and private funding that generate event production. A funding application will be made in order to fully engage and understand the process and timescales. Alternatively, the same process can be undertaken within a commercial environment and a sponsorship bid or business plan written.

A key outcome of the module will be the development of statements on the direction, aims and form of the research in the Independent Research Project module.

15 School of Computing

CO324 Computer Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 26
 Private study hours: 124
 Total study hours: 150

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system.
- 8.2 Identify the principal hardware and software components which enable functionality and connectivity of systems ranging in scale from the global Internet down to tiny embedded systems like those that empower the Internet of Things.
- 8.3 Appreciate the principles and technologies behind the Internet, including layered architectures, and how this can be used to deliver effective network services.
- 8.4 Describe how networks and other computer hardware interact with operating systems, and can be shared between different programs and computers.
- 8.5 Assess the likely environmental impact of basic decisions involving computer hardware.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate their understanding of basic computer hardware and software. □
- 9.2 Develop their understanding of how network technologies underpin the Internet.
- 9.3 Evaluate how computer hardware and software interact to deliver functionality and services at both small and large scales.

Method of Assessment

13. Assessment methods
 13.1 Main assessment methods
 Canterbury and Medway
 Coursework 50%
 (Test) A1 In-class Test (12.5%)
 (Test) A2 In-class Test (12.5%)
 (Test) A3 In-class Test (12.5%)
 (Test) A4 In-class Test (12.5%)
 2-hour unseen examination 50%

13.2 Reassessment methods
 Like for like assessment

Preliminary Reading

McLoughlin, Ian Vince (2011) Computer Architecture: an embedded approach. McGraw-Hill, 512 pp. ISBN 978-0-71311-182
 Tanenbaum, Andrew & Bos, Herbert (2014) Modern Operating Systems (4th Edition). Pearson Education, 1136 pp. ISBN 978-0133591-620
 Kurose, James and Ross, Keith (2009) Computer networking: a top-down approach (5th Edition). Pearson Education, ISBN 978-0131365-483
 Mueller, Scott (2012) Upgrading and repairing PCs (20th ed onwards). QUE Press ISBN 978-0-7897-3954-4

Pre-requisites

None

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Synopsis *

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services in scales from small embedded devices up to the global internet. The module has two strands: 'Computer Architecture' and 'Operating Systems and Networks'. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using any modern computer system.

CO334		People and Computing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

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

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Be able to demonstrate familiarity with history of computing [A1. A2. A3]
- 8.2 Be able to apply basic design principles of design
- 8.3 Be able to apply basic principles of HCI [A3]
- 8.4 Be able to describe the basic processes of software development [A2]
- 8.5 Be able to describe various ways in which ICT firms operate [A10,A11]

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Work effectively as a member of a team [D1]
- 9.2 Write simple technical reports [C11]
- 9.3 Demonstrate a range of study skills [B2, B9, C11, D3, D5, D6]
- 9.4 Make succinct presentations to a range of audience [B2, D2];
- 9.5 Make effective use of IT facilities [D3];
- 9.6 Manage their own learning and time. [D5].
- 9.7 Carry out a Personal Development Plan [D6]

Method of Assessment

13.1 Example assessment methods include a portfolio of pieces of individual and group work, including written work, presentation, video, poster, online test and exam-style coursework.

- Driving Test (Practical) (10%)
- Plagiarism Certificate (Written) (5%)
- Background Reading Summary (Written) (10%)
- One-pager (Written) (5%)
- Video (Video Production) (20%)
- In-class test: computing, the law and risk (In-class test) (10%)
- Presentations (Oral) (10%)
- Poster faire (Presentations) (20%)
- Reflection (Written) (10%)

13.2 Reassessment methods

100% coursework

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Preliminary Reading

Williams, Robin. Design for Non-designers

Don't Make Me Think!: A Common Sense Approach to Web Usability by Steve Krug 2nd Edition New Riders. 2005.

Skills for Success: The Personal Development Planning Handbook (Palgrave Study Guides) by Stella Cottrell

The Elements of Technical Writing by Gary Blake (Author), Robert W. Bly (Author) Longman 2002

Clear and to the Point: 8 Psychological Principles for Compelling PowerPoint Presentations by Stephen Michael Kosslyn
Oxford University Press 2007

Levin, Peter. Successful Teamwork! Open University Press 2005.

Brief New Century Handbook, by Christine A. Hult and Thomas N. Huckin (2008)

Pre-requisites

None

Synopsis *

Design and communication, what makes for good written communication, how people get and process information, Personal Development Project, effective spoken communication, how to work successfully in a group, doing academic research, about preparing and giving a presentation, history of computing and the history of communication, the effects of technology, Health and safety issues with computing, the Business of Computing, Employment in IT, software development and software engineering, preparing for examinations, designing –for the web: web usability and web accessibility, the basics of IPR, relevant Laws applying to the use and development of computing, such as the Computer Misuse Act and the Data Protection Acts.

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CO532 Database Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
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)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 28
 Private study hours: 122
 Total study hours: 150

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the characteristics, strengths and limitations of current database systems [A2, A5].
- 2 Undertake self-directed background research in the module topics [B9], synthesise information collected from a variety of sources, including other modules [B1, B3], discuss database and data management issues with their peers and with nonspecialists [B2, D2].
- 3 Specify, design, implement and evaluate database solutions [C1, C2, C3], perform data manipulation and information retrieval operations [A2, C2].

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 The module will extend IT skills to cover a key area that is not addressed in other parts of their programme. In particular, students will extend their ability to make effective use of modern information system environments. The module will also contribute to development of: self-management, adjust the pace and goals of their work to meet deadlines [D5]; oral and written communication [D2]; Internet-based information retrieval [D3].

Method of Assessment

Main assessment methods
 Coursework : 50%
 2-hour unseen examination (50%)

Reassessment methods

Like for like.

Preliminary Reading

C.J. Date An Introduction to Database Systems, 8th Edition, Addison Wesley, 2004.
 T M Connolly & C E Begg, Database systems : a practical approach to design, implementation and management, 6th edition, Addison Wesley, 2015
 R Elmasri, M Shamkant & B Navathe, Fundamentals of database systems, 7th edition, 2017
 N S Ryan & D J Smith, Database Systems Engineering, Thompson, 1995.

Pre-requisites

COMP3230: Databases and the Web
 or COMP5230 Fundamentals of Programming and Logic

Synopsis <span style =

This module provides an introduction to the theory and practice of database systems. It extends the study of information systems in Stage 1 by focusing on the design, implementation and use of database systems. Topics include database management systems architecture, data modelling and database design, query languages, recent developments and future prospects.

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CO542 Fundamentals of Information Technology and Computing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Learning Outcomes

Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs.

Use object-oriented analysis, design and implementation with a minimum of guidance, to recognise and solve practical programming problems involving inheritance hierarchies.

Design appropriate interfaces between modular components.

Evaluate the quality of competing solutions to programming problems.

Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences.

know about the components and structures of typical information systems

be familiar with the basic principles of data and information, and their presentation, representation and structuring using XML

appreciate the wide range of applications of XML, within and without the information systems domain;

be familiar with some of the notations used in representing the conceptual design of information systems;

be able to use standard notations drawn from UML to describe the functionality and components of straightforward information systems;

be able to specify simple documents using XML.

Method of Assessment

Main assessment methods

Coursework – 100%

Preliminary Reading

E.T.Ray Learning XML 2nd edition, O-Reilly, 2003

David J. Barnes and Michael Kölling, Objects First with Java: A Practical Introduction Using BlueJ Pearson Education, 2006

Pre-requisites

None

Synopsis *

This module builds on the foundation of object-oriented design and implementation to provide a deeper understanding of and facility with object-oriented program design and implementation. More advanced features of object-orientation, such as inheritance, abstract classes, nested classes, graphical-user interfaces (GUIs), exceptions, input-output are covered. These allow an application level view of design and implementation to be explored. Throughout the course, the quality of application design and the need for a professional approach to software development is emphasised. In addition, students will learn about the uses of XML in structuring, transforming and representing data.

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CO544		Networking				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

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

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Have a comprehensive and systematic understanding of current network architectures and their individual protocol layers. [A1, A3]

8.2 Be able to understand the specification of network protocols . [A2, A3, B5, C1, C3]

8.3 Be aware of performance issues in general terms, and of the trade-offs involved. [A3, C2]

8.4 Have a deeper understanding of selected key topics at the forefront of this field, including recent developments and outstanding issues. [A3]

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Be able to analyse a problem specification and to design and implement a solution. [B5, C1]

9.2 Be able to evaluate systems in terms of function and performance, with an awareness of possible trade-offs. [C2]

9.3 Be able to communicate technical issues clearly to specialist audiences. [D2]

9.4 Be able to make effective use of IT facilities. [D3]

9.5 Be able to manage their own learning and time. [D5]

Method of Assessment

Main assessment methods

Coursework 1 (25 hours) (25%)

Coursework 2 (25 hours) (25%)

2 hour unseen written examination (50%)

Reassessment methods

Like for like.

Preliminary Reading

"Business Data Networks and Telecommunications" (7th Edition) Raymond R. Panko. Pearson Education 2008. ISBN 0135009391.

"Computer Networking: a top-down approach featuring the Internet" (3rd Edition) James Kurose and Keith Ross Addison-Wesley 2005

"Computer Networks" Andrew S. Tanenbaum. Prentice Hall. 2002 (4th International Edition).

Pre-requisites

Pre-requisite:

COMP3200: Introduction to Object-Oriented Programming or

COMP5420 Fundamentals of Information Technology and Computing

Synopsis >*

Packet data networks, overview of general equipment and function (e.g. hubs, switches, routers). Large network architecture (e.g. the Internet).

The OSI Seven layer model and packet encapsulation.

An understanding and appreciation for physical issues (such as cabling and wireless mediums, bandwidth, interference, etc).

Data-link layer issues (e.g. IEEE 802.3, IEEE 802.11, collisions, retransmissions, error recovery)

Network layer issues covering underlying protocols (e.g. IPv4/IPv6) and routing protocols (e.g. RIP/OSPF/AODV)

Transport layer issues and protocols (e.g. TCP/UDP)

Session layer issues and protocols (e.g. TCP).

Presentation layer overview

Application layer protocols (e.g. DNS, HTTP, FTP, SMTP/POP3)

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CO600	Project					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	95% Project, 5% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	
2	Canterbury	Whole Year	H	30 (15)	100% Project	
2	Medway	Whole Year	H	30 (15)	100% Project	

Availability

Autumn and Spring

Contact Hours

Total contact hours: 28

Private study hours: 272

Total study hours: 300

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand particular technical topics in depth (for instance, use of a particular programming language, or software development tool, component architecture or mathematical technique) beyond that obtainable from the rest of the programme.

8.2 demonstrate an enhanced understanding (gained from practical experience) of project organisation, implementation, analytical skills and documentation techniques (as studied in other courses).

8.3 specify, design and implement a computer-based system that meets a real need;

8.4 evaluate and choose between potential solutions to a technical problem;

8.5 evaluate and deploy appropriate tools and techniques and demonstrate a degree of innovation and/or creativity

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Appreciate the dynamics of working in a group

9.2 Demonstrate oral presentation skills

9.3 Write a technical report

9.4 Acquire technical knowledge and understanding in an independent fashion.

9.5 Critically evaluate and reflect on work performed

9.6 Manage their time and resources effectively

Method of Assessment

Main assessment methods

Project, assessed via several deliverables including a technical report and corpus, and an individual reflective report (272 hours) (100%)

Reassessment methods

Reassessment Instrument: 100% project

Preliminary Reading

None

Pre-requisites

None

Synopsis *

Students, working in small groups, undertake a project related to computer science and/or software engineering. The project may be self-proposed or may be selected from a list of project proposals. A project will involve the specification, design, implementation, documentation and demonstration of a technical artefact, demonstrating the ability to synthesise information, ideas and practices to provide a quality solution together with an evaluation of that solution.

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CO634 Computer Security and Cryptography						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

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

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 have an understanding of the algorithms used in cryptography and be able to perform implementations of selected algorithms in this area [A2][C1];
- 2 have an understanding of the threats faced by computer operating systems, applications and networks and the various countermeasures that can be used [A1][A3];
- 3 be able to make informed choices of the appropriate security measures to put into place for a given network and/or operating system [C2][B5];
- 4 have an understanding of how cryptography can be used for providing security within applications.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 be able to apply relevant mathematical techniques [D4].
- 2 be able to analyse a problem specification and to design and implement a solution [B3][B4][D3].
- 3 to be aware of the relevant professional, ethical and legal issues in this subject area [B6].
- 4 be able to develop their own time management and organisational skills. [D5].

Method of Assessment

Main assessment methods
 70% Examination and 30% Coursework

Reassessment methods
 Like for like

Preliminary Reading

Charles P. Pfleeger , "Security in Computing ", 2nd ed. , September 1996, Prentice Hall William Stallings, "Cryptography and Network Security : Principles and Practice", 2nd ed. , July 1998, Prentice Hall
 Rita C. Summers, "Secure Computing : Threats and Safeguards", January 1997, McGraw Hill
 Bruce Schneier , "Applied Cryptography : Protocols, Algorithms, and Source Code in C", 2nd ed., December 1995, John Wiley & Sons
 Jonathan Knudsen , "Java Cryptography", May 1998, O'Reilly & Associates
 Scott Oaks, "Java Security", May 1998, O'Reilly & Associates
 Ingemar Cox, Matthew Miller & Jeffrey Bloom, "Digital Watermarking: Principles and Practice", 2003, Morgan Kaufman.

Pre-requisites

Pre-requisite:

COMP3240 Computer Systems or COMP3370 Computers and the Cloud
 COMP5270 Operating Systems and Architecture or COMP5570 Computer Systems
 Module not to be taken by students having already taken COMP5580 Introduction to Cyber Security

2022-23 Medway Module Handbook

Synopsis *

Security has always been an important aspect of computing systems but its importance has increased greatly in recent years. In this module you learn about areas where security is of major importance and the techniques used to secure them. The areas you look at include computer operating systems (and increasingly, distributed operating systems), distributed applications (such as electronic commerce over the Internet) and embedded systems (ranging from smart cards and pay-TV to large industrial plant and telecommunications systems).

CO637 Natural Computation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Private Study Hours: 128

Contact Hours: 22

Total Hours: 150

Learning Outcomes

On successfully completing the Level 6 module students will be able to:

1. describe what is meant by a natural computation paradigm, list a number of natural computing paradigms and give a brief description of each together with some examples of their (actual or potential) applications.
2. select the appropriate technique for a particular problem from a set of problem-solving heuristics based on these natural computing paradigms, and to be able to justify this choice based on a knowledge of the properties and potential of these methods. To be able to compare the general capabilities of a number of such methods and give an overview of their comparative strengths and weaknesses.
3. analyse phenomena from the natural world from the point of view of their being computational systems. To be able to take these phenomena and distinguish between the features which are important for computational problem solving and those that are merely a fact of their realization in the natural world.
4. exploit library and online resources to support investigations into these areas.

Method of Assessment

Main assessment methods:

Take-home computer test (about 15 hours) (20%)

One short essay (about 1,000 words) (20%)

Examination (60%)

Preliminary Reading

Eiben, AE, Smith, JE. (2015) Introduction to Evolutionary Computing, 2nd Edition. Springer.

Dorigo, M. and Stutzle, T. (2004) Ant Colony Optimization, MIT Press.

Barnes, DJ, Chu, D. (2010) Introduction to Modeling for Biosciences, Springer

Pre-requisites

Pre-requisite: COMP3220: Foundations of Computing I
and COMP3250 Foundations of Computing II
or A-level Maths or Equivalent

Pre-requisite: COMP5200 Further Object-Oriented Programming
or COMP5230 Fundamentals of Programming and Logic
or COMP3590 Programming for Artificial Intelligence

Synopsis *

There is an increasing use of nature-inspired computational techniques in computer science. These include the use of biology as a source of inspiration for solving computational problems, such as developments in evolutionary algorithms and swarm intelligence. It is therefore proposed to allow students the opportunity to become exposed to these types of methods for use in their late careers.

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CO639 Electronic Commerce						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150 hours

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Explain the relation of e-commerce to traditional commerce and the relative benefits of each [A10, B1, C2, C11];
- 8.2 Understand the notions of client-side and server-side programming and be able to write server-side programs [A2, B4, C1, C3, C4];
- 8.3 Understand the architectural features (client and server) required for supporting ecommerce [A2, A3];
- 8.4 Describe the different frameworks for e-commerce currently in use and be able to evaluate how appropriate a given framework is for a specific purpose [B3, C9]
- 8.5 Explain how the fundamental concepts of cryptography are used in e-commerce [B5, B7, D5];
- 8.6 Understand the security aspects of payment and micropayment methods [B5];
- 8.7 Be aware of the legal background to e-commerce [B6, C10].

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Make effective use of general IT facilities [D3];
- 9.2 Demonstrate comprehension of the trade-offs involved in design choices [B1];
- 9.3 Communicate technical issues clearly to specialist audiences [B2, D2];
- 9.4 Manage own learning and development, including time management and organisational skills [D5];
- 9.5 Recognise and be guided by social, professional and ethical issues and guidelines [B6].

Method of Assessment

Main assessment methods

2 pieces of coursework (each 20 hours) (50%)

Unseen examination (2 hours) (50%)

Reassessment methods

Like for like.

Preliminary Reading

Norris, M., West, S., Gaughan, K. (2001). eBusiness Essentials. John Wiley

Schneider, Gary P and Perry, James T. Electronic Commerce, Course Technology. Thomson Learning

Turban, E. et al. (1999). Electronic Commerce: A Managerial Perspective. Prentice Hall

Pre-requisites

Pre-requisites: COMP3230 (CO3230) Databases and the Web

Synopsis *

E-commerce is an increasingly important area for consumers, businesses and national economies. This module introduces what is meant by electronic commerce, and discusses its economic and social implications, its drivers and limitations. You will learn about the principal features of business-to-business and business-to-customer e-commerce and compare them with traditional forms of trading. The course also includes the chance to implement a simple end-to-end e-commerce system.

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CO643 Computing Law and Professional Responsibility						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	75% Exam, 25% Coursework	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours (lectures and seminars): 30 hours

Private study hours: 120 hours

Total study hours: 150 hours

Learning Outcomes

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

- 1 Possess an ability to appropriately understand and adopt techniques based on professional codes of practice and codes of practice of accrediting institutions.
- 2 Develop informed judgments about when specific actions are ethical and when legal.
- 3 Have a systematic understanding of basic legal processes.
- 4 Assess the impact of data privacy legislation on institutional activities, as well as being able to explain the basic aspects of computer law as it currently applies to IT in the UK.
- 5 Critically evaluate IT related health and safety issues.
- 6 Possess critical awareness of some of the potential legal and ethical problems of large IT projects.

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

- 1 Evaluate systems in terms of health and safety issues and legal responsibilities, with an awareness of possible trade-offs.
- 2 Communicate legal and professional issues clearly to specialist audiences.
- 3 Apply relevant codes of conduct and practice.
- 4 Have demonstrated a commitment to being a responsible member of the seminars, forum, groups and teams that they have participated in during the module.

Method of Assessment

Main assessment methods:

A1 – Written assessment (25%)

A2 - Group Case Study (25%)

Two hour Examination (50%)

Preliminary Reading

Bott F et al. (2001). Professional Issues in Software Engineering, 3rd Edition (ISBN 0748409513). Taylor & Francis.

Bynum, TW and Rogerson, S. (2006). Computer Ethics and Professional Responsibility. Blackwell Publishing.

Ethics for the information age M.Quinn Pearson (2014)

Langford, D. (2000). Internet Ethics. Pearson/MacMillan.

Spinello, Richard A. (2003) Case studies in information technology ethics and policy, 2nd Edition, Prentice Hall.

The Cambridge Handbook of information and Computer Ethics Cambridge University press (2010)

Pre-requisites

There are no specific pre-requisites but students are expected to have completed Stage 1 of a relevant programme.

Synopsis *

The scope of the module is outlined below. Note that topics will not necessarily be delivered in this order:

Professional issues and professional organisations.

Data privacy legislation, and other UK laws relating to the professional use of computer systems.

Criminal law relating to networked computer use, including new Anti-Terrorism legislation; and their application

Intellectual Property Rights, including Copyright, Patent and Contract Law.

Health & Safety issues.

Computer-based Projects, including the vendor-client relationship and professional responsibilities.

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CO645		IT Consultancy Practice 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	100% Project	
1	Medway	Autumn	H	15 (7.5)	100% Project	
1	Medway	Spring	H	15 (7.5)	100% Project	

Contact Hours

Total contact hours: 10

Private study hours and consultancy work: 140

Total study hours: 150

Learning Outcomes

Students will be able to formulate and evaluate technical alternatives to meet IT requirements arising from small businesses, including projects which have a medium-scale impact on the processes of the business. This includes issues of integration with existing technology and procedures, maintenance and expansion. Wherever appropriate, this will include consideration of both proprietary and open source solutions.

Students, working under supervision, will be able to estimate proposed solutions to smallscale IT-based problems in small business situations, in respect of both time and cost.

Students will be able to present technical and commercial aspects of proposed solutions to IT-based problems to clients, using reasoned argument attuned to the client's level of technical understanding.

Students will have demonstrated an ability to work to tightly-defined cost and timescale budgets, and have gained an understanding of how to respond in a professional manner to changes in client requirements, and other eventualities that raise the prospect of budget overruns.

Students will have gained detailed practical experience in applying selected areas of computing technology to meet the requirements of small enterprises.

Students will have experience of carrying out IT project work in a framework of defined procedures and processes, be able to evaluate that framework critically, and formulate practical proposals for small-scale developments to that framework so as to achieve a dependably high-quality service in a cost-effective way.

Method of Assessment

Main assessment methods

Project Report– 100%

Preliminary Reading

The BS EN ISO9001:2000 Standard BSi, ISBN 580368378

John Locke Open Source Solutions for Small Business Problems Charles River Media 2004, ISBN 158403203

Efrain Turban et al. Electronic Commerce: a Managerial Perspective Prentice Hall 2003, ISBN 131230158

Mark Norris and Steve West eBusiness Essentials: Technology and Network Requirements for Mobile and Online Markets John Wiley 2001, ISBN 471521833

Owen Briggs et al. Cascading Style Sheets: Separating Content from Presentation APress 2004, ISBN 159059231X

Pre-requisites

None

Restrictions

Limited enrolment capacity. Spots will be assigned on the basis of academic merit and a standard interview.

Synopsis *

Students taking this module will undertake one or (typically) more assignments for the Kent IT Consultancy (KITC). Each assignment will be of one of three types:

Work on one of KITC's contracts with an external client. To the extent that client-funded work allows, every student will be given at least one assignment of this type. Wherever practical, a student will be encouraged to participate in the negotiation and pricing of contracts, under the ultimate supervision of KITC management. For each assignment, the student may work on the assignment individually or as part of a group, as directed by KITC. A contribution to the infrastructure of KITC itself. A contribution to the infrastructure of KITC itself. These assignments work in a similar way to external assignments, but with KITC as the client.

Formulating a costed proposal for the future development of KITC, and presenting reasoned argument in support of the proposal to KITC management, as a candidate for inclusion in KITC's strategic plan for the following academic year.

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CO649		Data Mining				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 28 hours
 Private study hours: 122 hours
 Total study hours: 150 hours

Learning Outcomes

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

- 1 Understand the motivation for data mining in the context of business and information technology
- 2 Know how data mining is used, particularly for marketing, sales and customer relationship management
- 3 Understand the concepts and main techniques in data mining
- 4 Be able to describe the differences between the major data mining tasks
- 5 Have an understanding of the knowledge discovery process
- 6 Understand the purpose of the main tasks involved in data preparation for mining
- 7 Gain hands-on experience in using a state-of-the-art data mining tool

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

- 1 Analyse a problem, design and find a solution
- 2 Make succinct presentation to a range of audience
- 3 Make effective use of IT facilities
- 4 Manage their own learning and time]

Method of Assessment

Main assessment methods
 Coursework - 50%, Examination - 50%

Preliminary Reading

Berry, M., and Linoff, G. (2012). Data Mining Techniques: For Marketing, Sales and Customer Relationship Management.
 Bramer, M. (2007). Principles of Data Mining.
 Han, J., and Kamber, M. (2012). Data Mining: concepts and techniques.
 Tan, P., Steinbach, M., and Kumar, V. (2013). Introduction to Data Mining.
 Witten, I. H., and Frank, E. (2011). Data Mining: Practical Machine Learning Tools and Techniques.

Pre-requisites

Pre-requisite: COMP5320 Database Systems

Synopsis *

Data mining is a process of extracting, from a large amount of data, interesting patterns that are non-trivial, hidden, new and potentially useful. It is a rapidly growing field and is becoming important because with the increasing quantity and variety of online data collections by many organizations and commercial enterprises, there is a high potential value of patterns discovered in those collections.

This module looks at different data mining techniques and gives you the chance to use a state-of-the-art data-mining tool and evaluate the quality of the discovered knowledge. The topics include: introduction to data mining and knowledge discovery process, data description, , data pre-processing, attribute selection, market basket analysis and association rules, classification, clustering, outlier detection, post-processing, social impact and trend of data mining.

CO650		IT Consultancy Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Medway	Whole Year	H	30 (15)	100% Project	

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Contact Hours

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

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Students will be able to formulate and evaluate technical alternatives to meet IT requirements arising from small businesses, including projects which have a medium- or largescale impact on the processes of the business. This includes issues of integration with existing technology and procedures, maintenance and expansion. Wherever appropriate, this will include consideration of both proprietary and open source solutions. [A4, B1, B3, B4, B8, C2]

8.2 Students will be able to estimate proposed solutions to IT-based problems in small business situations, in respect of both time and cost. Students should be able to do this under supervision for projects of up to medium scale, and with minimal guidance for smallscale projects [B1, B8, D4]

8.3 Students will be able to present technical and commercial aspects of proposed solutions to IT-based problems to clients, using reasoned argument attuned to the client's level of technical understanding. [B2, C2]

8.4 Students will have demonstrated an ability to work to tightly-defined cost and timescale budgets, and have gained an understanding of how to respond in a professional manner to changes in client requirements, and other eventualities that raise the prospect of budget overruns. [B2, B6, D2, D5]

8.5 Students will have gained detailed practical experience in applying selected areas of computing technology to meet the requirements of small enterprises. [A1, A2, A3, B5, C3]

8.6 Students will have experience of carrying out IT project work in a framework of defined procedures and processes, be able to evaluate that framework critically, and formulate practical proposals to develop that framework so as to achieve a dependably high-quality service in a cost-effective way. [B5, B6, B8, C4, D6]

8.7 Students will be able to formulate costed plans for the strategic development of an IT consultancy business, and to canvass support for such plans by reasoned argument. [B2, B8, C1, C2, C4, D2]

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Students will be able to explore diverse sources of information to formulate and present technical alternatives to solve a given problem, and to decide between competing solutions within an identified framework of constraints, using criteria of evaluation that they have formulated. [D2, D3]

9.2 Students will have an understanding of project management in a commercial context, including the ability to assess and manage financial, organisational, and technical risks, and the need to establish and evolve a quality management system. [A4, C2, D5]

9.3 Students will appreciate how to deal with customers in a consulting role: skills required here include communication, presentation, negotiation and (where conflict arises) conflict resolution. [B2, D1, D2]

9.4 Students will be able to interact effectively within a team, recognise and support leadership provided by others, and be able to manage conflict in this context. Students will be able spontaneously to seek and make use of advice and feedback. [D1, D5, D6]

9.5 Students will be able to take responsibility for their own work, including (where applicable) leadership and mentoring provided by them to other team members, and evaluate its strengths and weaknesses. [D1, D5]

9.6 Students will be confident in the application of their own judgement, including developing their own criteria of evaluation, and be able to challenge received opinion. These capabilities will be manifest both in the students' conduct of their own project work and (where applicable) in leadership provided to other team members. [D1, D5]

Method of Assessment

13.1 Main assessment methods

Project Report – 100%

13.2 Reassessment methods

Like for like where possible. Due to the nature of this module, and the necessity of an outside client partner, it is not necessarily possible to retrieve credit for this module. In such cases, the student must select another module, and possibly transfer to another programme when this module is compulsory on their current programme.

Preliminary Reading

The BS EN ISO9001:2000 Standard BSi, ISBN 580368378

John Locke Open Source Solutions for Small Business Problems Charles River Media 2004, ISBN 158403203

Efraim Turban et al. Electronic Commerce: a Managerial Perspective Prentice Hall 2003, ISBN 131230158

Mark Norris and Steve West eBusiness Essentials: Technology and Network Requirements for Mobile and Online Markets John Wiley 2001, ISBN 471521833

Owen Briggs et al. Cascading Style Sheets: Separating Content from Presentation APress 2004, ISBN 159059231X

Pre-requisites

None

Restrictions

Limited enrolment capacity. Spots will be assigned on the basis of academic merit and a standard interview.

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Synopsis *

Students taking this module will undertake two or (typically) more assignments for the Kent IT Clinic (KITC). Each assignment will be of one of three types:

Work on one of KITC's contracts with an external client. To the extent that client-funded work allows, every student will be given at least one assignment of this type. Wherever practical, a student will be encouraged to participate in the negotiation and pricing of contracts, under the ultimate supervision of KITC management. For each assignment, the student may work on the assignment individually or as part of a group, as directed by KITC.

A contribution to the infrastructure of KITC itself. These assignments work in a similar way to external assignments, but with KITC as the client.

Formulating a costed proposal for the future development of KITC, and presenting reasoned argument in support of the proposal to KITC management, as a candidate for inclusion in KITC's strategic plan for the following academic year. Every student will have at least one assignment of this type.

CO790 Sandwich Year Assessment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	120 (60)	100% Coursework	
1	Medway	Whole Year	I	120 (60)	100% Coursework	

Learning Outcomes

During their placement, students will learn to apply the knowledge, understanding and skills they have developed during the earlier stages of their programme to "real world" tasks in an industrial or commercial setting (programme learning outcomes A13, B8 and C13).

Work effectively as a member of a professional team. (D1)

Make succinct presentations to a range of audiences about technical problems and their solutions (D2).

Make effective use of general IT facilities; information retrieval skills (D3)

Depending on the requirements of the placement, understand and explain the quantitative dimensions of a problem (D4)

Manage their own learning and development, including time management and organisational skills (D5)

Appreciate the need for, and have engaged in, continuing professional development (D6)

Pre-requisites

None

Synopsis *

A synopsis of the curriculum. Students spend a year (minimum 30 weeks) working in an industrial or commercial setting, applying and enhancing the skills and techniques they have developed and studied in the earlier stages of their degree programme. The work they do is entirely under the direction of their industrial supervisor, but support is provided via a dedicated Placement Support Officer within the department. This support includes ensuring that the work they are being expected to do is such that they can meet the learning outcomes of the module. Note that participation in this module is dependent on students obtaining an appropriate placement, for which guidance is provided through the department in the year leading up to the placement. Students who do not obtain a placement will be required to transfer to the appropriate programme without a Year in Industry.

12 School of Music and Fine Art

CR307 Lighting and Sound for Events						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

The principal teaching method will be a weekly two-hour demonstration session. These sessions will include whole-group lecture/demonstrations, followed by hands-on work in smaller groups. In some weeks the demonstration session will be replaced by a two-hour classroom session to discuss theoretical aspects of the module in more detail. Between classes students will be expected to undertake around 8-10 hours of independent project work per week.

Workshop / lectures: eleven two-hour sessions, 22 hours
 Private Study hours: 128 hours
 Total Study Hours: 150 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the creative potential of a range of entertainment and performance technologies including (but not limited to) lighting, sound and projection.
2. Set-up and operate portable lighting, sound and projection systems safely and efficiently for indoor and outdoor use.
3. Understand the fundamentals of lighting design and sound design.
4. Evaluate risk inherent in creative event practices and specific sites on which events will take place, thus developing risk assessments and working practice method statements to inform design and production decisions.
5. Understand the practical needs of running and managing a performance / event site, including planning fit-up, audience control, running the show, dispersal and strike / de-rig.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Solve problems of a practical nature and deploy problem solving strategies.
2. Understand the generic requirements of good practice for health and safety in the workplace.
3. Communicate ideas and findings to others in writing and verbally using both technical and non-technical language.
4. Use technology in a creative context.
5. Work in teams and negotiated goals with team members.

Method of Assessment

Assessment will be 100% by coursework, broken down into two tasks

UoA1. To assess students' knowledge of Health and Safety they will undertake an evaluation of a named activity, submitting a report in the required format. 30% (This will cover material indicative of the content of the IOSH Managing Safely qualification).

UoA2. A practical project with accompanying documentation (method statements, project management tools, site schedules etc.) will assess students' overall understanding of the project and production management requirements. 70%.

Preliminary Reading

Dean, P. (2002). Production Management: Making Shows Happen, Marlborough: Crowood.
 GB Health and Safety Executive (2002). The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events, 2nd Edition, Sudbury: HSE Books.
 Hannam, C. (2004). Health and Safety Management in the Live Music and Events Industry, Great Shelford: Entertainment Technology.
 Maccoy, P. (2004). The Essentials of Stage Management, London: A&C Black.
 Moran, N. (2007). Performance Lighting Design: How to Light for the Stage, Concerts, Exhibitions and Live Events, London: A&C Black.
 Soutar, C. (2005). Staging Events: A Practical Guide, Ramsbury: Crowood.
 Van Beek, M. (2000). A Practical Guide to Health and Safety in the Entertainment Industry. Royston: Entertainment Technology Press.

Pre-requisites

None

Restrictions

None

Synopsis

The purpose of this module is to make students aware of technological resources available to the designer/producer of creative events, and of how to use these resources effectively and creatively. Students will be introduced to the design possibilities offered by combinations of resources such as digital technologies and plastic or architectural objects and spaces. The module will act as an introduction to the safe use of resources available to students while studying at Kent with key issues concerning event planning and health and safety being discussed in some detail. In practical work, students will deploy creative skills while focusing upon the effective and safe management of work.

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CR506		Project Pitch				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Contact Hours

Student directed learning with supervisor support. The module will start with 3 introductory lectures (3 hrs). Following which each student can expect a minimum of 6 tutorials, individually or in small groups (of up to 5), the duration of which shall depend upon the size of the group.

In total approximately 300 hours should be dedicated to this module, assessment will be based upon the assumption of this input.

This module forms part of a portfolio of term 2, stage 3 modules which may be taken in a variety of combinations; all of which emphasise independent study. In certain combinations a student may be advised to undertake modules sequentially (and would be supported in so-doing). This would particularly be the case if the student opted to take Project Pitch and Independent Project Realisation.

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes. After successfully completing this module you will:

1. have developed a theoretical project (based on real-life contexts) to a stage at which it can be pitched to a client panel (including industry representatives) (C1, C4, C9, D2);
2. have engaged with the complex creative and logistical aspects of a project in detail to a professional standard (depending upon the content this may address a wide range of the programme outcomes esp A7, C1, C3, C4);
3. have researched a specific area of the field (chosen by you in consultation with a supervisor) acquiring coherent and detailed knowledge of the contexts, theories and practices of the area, thus informing creative choices (A9, B1, B4, C7, C9);
4. have located your project in the wider field of events production, illustrating where your project fits and how it is distinctive (B3, C6);
5. have illustrated an understanding of events production and project management including company / client structure, budgets, time lines, structures, risks (and management thereof), and illustrated the use of an operations manual in this regard (A7, C4);

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes. After successful completion of this module you will:

1. have researched and analysed complex information, debates and discourse, and drawn reasoned conclusions (B2, B4, D2)
2. have solved logistical and creative problems, testing (and demonstrating the testing of) a range of solutions, using a variety of problem solving strategies. KS level 4 (D4)
3. have presented your findings in the most appropriate format (written and verbal) and presented a full and persuasive pitch which will be made with proper attention to professional protocols, accuracy and clarity of communication. KS level 4 (D2)
4. have used information technology to assist in the research and presentation of your subject KS level 3 / 4 (D6)
5. have evidenced the use of numbers by ensuring the accuracy and relevance of numerical information (projected budgets) (D7)
6. have illustrated an understanding of team structures and working methods to ensure the effective delivery of your proposed project (A8, pos D3)

Method of Assessment

UoA1. An interim report: To assess your project planning, organisation, intended methodology and subject overview you will make a 20 minute presentation to your supervisor, scheduled by arrangement, but no fewer than 5 weeks before the presentation of the pitch. 20%

UoA 2. A Presentation: To assess your ability to research, develop an idea, anticipate and solve problems, analyse logistical needs, plan an effective budget, design a creative response to the brief, respond imaginatively to the aims and context you will present a project pitch to a 'client' panel for 45 minutes. You will then submit all paperwork in writing, and a summary of the text of the pitch: 80%

Preliminary Reading

Allen, J Event Planning Ontario: Wiley 2000

Pre-requisites

None

Restrictions

None

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Synopsis *

Working from a brief, you will work towards making a full and persuasive pitch to your 'clients' (also the assessment panel including professional events designers). The brief will be arrived at in negotiation with your supervisor, allowing you to ensure the project suits your developing specialisms and interests. It may also be possible to work in a creative team if the brief is sufficiently full and complex. This is an independent study module (albeit with initial seminar support and later small group supervision) and you will be expected to take initiative and manage your own time and work load. Depending upon your other option this module may be undertaken either over an intensive 6 week period, or extended to 14 weeks, or indeed combinations in between.

At minimum the presentation (or pitch) will include creative and practical details (key aims, models, drawings, budgets, funding streams, company structures, operations manuals) but may develop to include whatever material will best represent your idea.

This module results in a project pitch, albeit with the potential for small-scale, or limited extracts of realised examples (such as may be included in a pitch). However you may opt to undertake CR510 Independent Project Realisation in order to progress (elements of) the project further towards performance.

CR510 Independent Project Realisation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Contact Hours

Student directed learning with supervisor support. The module will start with 3 introductory lectures (3 hrs total). Following which each student can expect a minimum of 6 tutorials, individually or in small groups (of up to 5), the duration of which shall depend upon the size of the group.

In total approximately 300 hours should be dedicated to this module, assessment will be based upon the assumption of this input.

This module makes-up part of a portfolio of term 2, stage 3 modules which may be taken in a variety of combinations; all of which emphasise independent study. In certain combinations a student may be advised to undertake modules sequentially (and would be supported in so-doing). This would particularly be the case if the student opts to take Project Pitch and Independent Project Realisation, in which case the pitch will be undertaken before the realisation.

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes. After successfully completing this module you will:

12.1. Have designed and realised a creative practical project (event) of your own design (or significant and identifiable elements of your own design), thus developing design and production skills in a specialist area (A3, A7, A8, A11, B4, C1, C2, C3, C9, C10)

Thus you will have:

- understood, interrogated and responded to a brief;
- applied project management strategies to ensure completion within parameters;
- worked through appropriate research, design and development processes – communicating and negotiating with others;
- developed strategies for realising your design ideas;
- managed the process of production within your own parameters and existing resources;
- identified, sourced and managed resources;
- executed your event in an appropriate, safe and professional manner;
- evaluated the event and made proposals for further amendments.

The nature of this module means that in addition to the specific outcomes listed above a student may encounter many other outcomes from across the range.

12.2 evaluated your creative choices in the light of examples from the wider field of events practice, and in the light of critical debates in events (or your chosen sector thereof). (B3, C7 – others depending upon nature of the event)

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes. After successful completion of this module you will:

- have exercised initiative and personal responsibility (D1)
- have solved logistical and creative problems, testing (and demonstrating the testing of) a range of solutions, using a variety of problem-solving strategies. KS level 4 (D4), anticipating problems and monitoring the efficacy of such strategies
- have presented your ongoing work in the most appropriate format (written, visual and verbal) and presented a full and persuasive pitch which will be made with proper attention to professional protocols, accuracy and clarity of communication. KS level 4 (D2)
- have used information technology to assist in the research and presentation of your subject KS level 3 / 4 (D6)
- have evidenced the use of numbers by ensuring the accuracy and relevance of numerical information (projected budgets) (D7)
- (may) have illustrated an understanding of team structures and working methods to ensure the effective delivery of your proposed project (A8, poss D3)
- have demonstrated an understanding of the application of the principles of Health and Safety (C10, D8)

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Method of Assessment

UoA 1. Contribution to Process. Evidence of problem solving, communication, planning, research, initiative (team work) assessed through tutor observation and documentation. 20% (12.1 esp a.b.c.d.e.f, 13.1 – 13.7)

UoA2. The creative ambition and achievement of the Realised Outcome, assessed by the observation of the project and a 30 minute interview presentation. 80% (12.1, 12.2)

Preliminary Reading

This is an independent study project and reading will vary to reflect the content of the project.

Pre-requisites

None

Restrictions

None

Synopsis *

This module provides you with an opportunity to design and realise an event/performance (or coherent extract thereof) derived from your own developing interests and skills; it gives you the opportunity to have significant control over the brief, your input and the outcome – affording you a significantly independent experience.

You will agree a project proposal with your supervisor in the first 2 weeks of the module, before moving to realisation.

There are two likely contexts or scenarios for this work:

- 1) the project may be a development of work proposed in CR506 Project Pitch, taking (aspects of) your pitch to realisation. This may be undertaken in teams (with roles specified and defined in writing) or individually.
- 2) the project may be independent of a Project Pitch. In this case the project is likely to be of more limited scale and logistical complexity, less ambitious and complex than a pitch, and having a clear, identifiable and discrete practical/creative content.

All proposals, in whatever context, will be approved by a supervisor before work is started.

CR516		Scenography for Creative Events				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	
1	Medway	Autumn	H	30 (15)	100% Coursework	

Contact Hours

12 Week Module + vacation work, 300 learning hours. Normally:

Workshop 3 hours per week

Lecture / seminar / discussion 2 hour per week

Independent research/reading/visits/project work 15 hours per week

Learning Outcomes

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

On completing this module you will have:

1. a broad knowledge of scenographic history and theory A1, A2, A4, C7
2. a more detailed knowledge of environmental and site-specific scenography A1 A2 A4 B1
3. experienced the creative processes required of the scenographer – developing your creative skills C1. C4 C3
4. made models and other visual representations, thus developing your studio craft skills C1 C5

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes. On completing this course you will have enhanced your skills in

1. Communication: through models, visual material, essays and oral presentations D2 B2
2. Exercising Initiative and Personal Responsibility: independence and self-management of private research and projects D1 B4
3. Problem Solving: identifying and finding solutions for creative, logistical and managerial problems presented by the projects.
4. The application of historical and theoretical knowledge to contemporary practice B1

Method of Assessment

20% Attendance, contribution, class projects (identified yearly in module handbook), oral presentation

30% Essay of 2500 - 3000 words in length 12.1, 12.2 13.1 13.4

50% Final project, incorporating model box / digital model and storyboard 12.3 12.4 13.2 13.3

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Preliminary Reading

A Aronson Looking onto the Abyss: Essays on Scenography, Ann Arbor, Mi.: University of Michigan Press, 2005.
Ayres, Nina Creating Outdoor Theatre Crowood 2007
C Innes Avant Garde Theatre 1892-1992, London: Routledge, 1993
R Drain (ed.) Twentieth Century Theatre; a sourcebook, London: Routledge, 1995
C Innes Edward Gordon Craig, Cambridge: Cambridge University Press, 1986
R Beacham Adolphe Appia, Cambridge: Cambridge University Press, 1990
1994
A Aronson The History & Theory of Environmental Scenography, Ann Arbor, Mi.: UMI Press, 1981.
N Kaye Postmodernism and Performance, London: Macmillan, 1994
J Burian The Scenography of Josef Svoboda Middletown Conn.: Wesleyan University Press 1971.
L Shyer (ed.) Robert Wilson and his Collaborators, New York: Theatre Communications Group, 1989.
D Reid Payne The Scenographic Imagination Southern Illinois UP
S Brecht The Theatre of Visions: Robert Wilson New York: 1978
P. Howard What is Scenography?, London, Routledge 2002
SBTD Collaborators, London, Society of British Theatre Designers, 2006

Pre-requisites

None

Restrictions

None

Synopsis *

This module explores the practice and theory of scenography. You will look at the history, theory and development of scenography including the nature of theatrical space. Through practice you will be introduced to the skills required of the scenographer. The module will be taught through workshop classes focusing on practical projects, and lecturer / seminars considering historical and theoretical contexts. Thus you will work on design projects while studying contextualizing theories and histories. Although the projects will vary on a yearly basis, as an indication you can expect 2 or three projects in which you will: design a performance space to occupy an found space; design a 'set' to put in that space; design a fully integrated environmental staging for a performance.

The academic study will include: the nature of performance space and the way perceptions of such space have developed; an introduction to key developments in scenographic history, but with special and close emphasis on developments emerging out of the late 19th and early 20th Century anti-naturalist experiments, and their 21st century legacies.

You will be taught some basic studio procedures (perspective drawing, simple computer graphics, model making) and standard presentation techniques.

CR522 Installations and Interventions in the Public Realm						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Contact Hours

There will normally be 4 contact hours per week, which will typically include a workshop studio session and a lecture / seminar session. In addition, students must invest additional hours on self-directed research and study both in groups and individually. Students are thus expected to contribute a further 16 hours per week, and some time over the winter vacation. To achieve the learning outcomes successfully, students will need to invest 300 hours in total on this module.

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Learning Outcomes

The intended subject specific learning outcomes

On successful completion of this module, students will:

- 1) Have created an installation, intervention or event space – if working in teams you they will take responsibility for a specific aspect of your their chosen project.
- 2) Be able to employ creative strategies in order to create effective installations or interventions specific to a particular place and brief, and assess the efficacy of your their choices.
- 3) Understand the importance of space / place / environment in the making and reading of events and experiences – context.
- 4) Have become familiar with a number of installations or environments created by events companies/ artists, and understand the history, theory and critical reception of those examples.
- 5) Be aware of practical and logistical requirements in preparing spaces/sites for durational or experiential events.
- 6) Have developed additional technical and creative skills as required by the project.
- 7) Have built upon practical and creative learning from previous modules, becoming more confident and accomplished in the creative process and starting to define your their own specialism within event production.

The intended generic learning outcomes

On successful completion of this module, students will:

- 1) Have solved problems including design problems and logistical problems, and have anticipated problems.
- 2) Have managed physical resources (space, equipment) and resources of time (yourstheirs, your their colleagues' and support staff's).
- 3) Have communicated complex ideas verbally and visually.
- 4) Have used numbers to determine accurate measuementsmeasurements, areas and volume; converted numerical information between different units; and understood scale.
- 5) Have discussed, analysed and reflected on your their own learning.
- 6) Have obtained independent project management skills such as working towards deadlines, communicating and collaborating with others.

Method of Assessment

Assessment will be by 100% coursework, consisting of three elements.

Portfolio of Writing consisting of two 1500 word essays. 15% each, 30% overall (Learning Outcomes 11.2-5, 11.7, and 12.3-6).

Major Project – the creation and presentation of an installation or intervention, including portfolio of developmental evidence. 50% (Learning outcomes 11.1-3, 11.5-7, 12.1-4 and 12.6).

Process, Participation and Development in lectures, seminars and workshops. 20% (Learning outcomes 11.2, 11.5-6, 12.2-3 and 12.6).

Preliminary Reading

- Bishop, C. (2005), Installation Art – A Critical History, London: Tate Publishing.
- Suderburg, E. (2000), Site, Space, Intervention- Situating Installation Art – Chapter 2, Miwon Kwon, One Place After Another: Notes on Site Specificity, London: University of Minnesota Press.
- Colli, S. and Perrone, R. (2003), Space – Identity – Company: Ephemeral Architecture and Corporate Events, Barcelona: Gustavo Gili.
- Kaye, N. (2000), Site Specific Art, London: Routledge.
- De Oliveira, N. (1994), Installation Art, London: T&H.
- De Oliveira, N. (2004), Installation Art in the New Millennium, London: T&H.
- Artangel (2002), Off Limits – 40 Artangel Projects, London, Merrell.
- Goldberg, R. (2004), Performance – Live Art since the 60s, London: Thames & Hudson.
- Cresswell, T. (2004), Place: a short introduction, Oxford: Blackwell Publishing.

Pre-requisites

None

Restrictions

None

Synopsis *

Through predominantly practice, supported by lecture, discussion and visits of case studies this module examines space as site, place and environment.

The transformation of space is a fundamental aspect of the creation of events and experiences; the ability to make space memorable, distinctive and fit for purpose (functional) is a key skill for the event designer. Students will learn how to read space, understand how space is experienced, and written. They will consider the role of the audience in these experiences - whether passive or active.

Students will be introduced to the debates and theories around installation practice, particularly site specific practice and the widely different contexts in which such work can be employed. Students will then learn some important strategies for investigating site specificity through contextual analysis, before finally creating your own installation or environment (individual or small group projects may be possible). The theme and context of the environment will be negotiated with the tutor and may be designed for one of a number of purposes depending upon students' developing interests; however, the project will foreground the transformation, describing and experiencing of space.

Students will continue to develop their own interests in form, technique and content. Wherever possible, within the objectives of the module, this project will allow students to develop those interests and specialisms.

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CR524 Digital and Interactive Media in Live Events and Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	30 (15)	100% Coursework	
1	Medway	Spring	I	30 (15)	100% Coursework	

Availability

Limited to 20 places

Contact Hours

There will normally be 4 contact hours per week, which will typically include a lecture / seminar session and a workshop studio session. In addition, students must invest additional hours on self-directed research and study both in groups and individually. Students are thus expected to contribute a further 16 hours per week, and some time over the vacation. To achieve the learning outcomes successfully, students will need to invest 300 hours in total on this module.

Learning Outcomes

12 The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes: On successful completion of this module, students will have an understanding of the following:

- 12.1. the relationship between digital culture and contemporary performance/event practice (A1, A4, B1)
- 12.2. the creative potential afforded by the use of digital technologies in a range of live events (A3, to an extent A6, A10, B1)
- 12.3. the history and evolution of multimedia performance and its contemporary manifestations in a range of events including those for commercial, cultural and community purposes (A2, B1)
- 12.4. the practical and design implications and considerations related to the use of multimedia technology in performance events (A3, B1, C1)
- 12.5. some of the technologies involved in the production of a digital or interactive performance event, e.g. midi triggers, telematics, technically mediated human interactions. (B1)

13 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes: On successful completion of this module, students will have furthered their skills in...

- 13.1. conceptual understanding, thus devising and sustaining developing sophisticated arguments, analysing and synthesising existing arguments and understanding the uncertainties implicit in the discipline (B1, B2, B5)
- 13.2. critically evaluating processes, arguments and assumptions (B3, C7)
- 13.3. presenting arguments coherently and efficiently both in verbal and written language (D2)
- 13.4. making efficient and effective use of medial research tools and presentation technology such as PowerPoint (D6)
- 13.5. managing, directing and reflecting upon their own continuous learning (D1, D5)
- 13.6. independent project management such as working towards deadlines, communicating and collaborating with others (D1)
- 13.7. solving problems and managing resources (D4)

Method of Assessment

20% Short essay of 1500 words. (Emphasis on Learning Outcomes 12.1,3 and 13.1,2,3,4)

60% Project Presentation / Demonstration – including critical evaluation and portfolio of developmental evidence. (Emphasis on Learning outcomes 12.2,4, 5 and 13.4,5,6)

20% Class contribution, contribution to, and exercises from and within classes – seminar and practical. All outcomes.

Preliminary Reading

- P Auslander, *Liveness: Performance in a Mediatized Culture*, Routledge (1999)
C Baugh, *Theatre Performance and Technology*, Palgrave (2006)
C Beardon, and G Carver *New Visions in Performance* Swets & Zeitlinger (2004)
S Broadhurst and J Machon eds., *Performance and Technology: Practices of Virtual Embodiment and Interactivity*, Palgrave Macmillan, (2006)
S Dixon *Digital Performance* Cambridge (2007)
G Giannachi, *Virtual Theatres: An Introduction*, Routledge (2004)
P Lunenfeld ed., *The Digital Dialectic: New Essays on New Media*, The MIT Press (2000)
M Rush, *New Media in Late 20th-Century Art*, Thames and Hudson (1999)

Pre-requisites

None

Restrictions

None

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Synopsis *

Through lecture, discussion case study and very limited practice this module examines the impact of new technologies on live and mediated performance, and explores the relationship between digital aesthetics and culture, and contemporary performance practice. It examines both the evolution of multimedia performance and its contemporary manifestations. The module also considers questions concerning the live and the mediated aspects of performance, and explores concepts such as virtuality in relation to performance practice.

Through study, and practical exercises we shall explore some of the techniques of multimedia performance, the theatrical and media languages that they employ and the contexts and impacts of their use. We shall be attempting to develop a taxonomy of use, and in doing so problematize the definition of 'multimedia performance'. The programme will draw upon the students existing technical knowledge, and introduce some new technologies and systems, but students should note that this is not a technical training course, students will be expected to develop their own skills as necessary. This module gives you an opportunity to deploy these skills in a supported and critically 'contextualising' environment.

Students will apply this acquired knowledge in the development of an original piece of creative work, and in a short written analysis of a multimedia performance. This short essay will require less theoretical analysis than that required of students in CR519, the H-level version of this module.

FA504		Resolution				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	60 (30)	100% Coursework	
1	Medway	Spring	H	60 (30)	100% Coursework	

Contact Hours

The modes of teaching employed on this module include lectures, seminars, tutorials and studio discussion/critiques that will be delivered in varying forms appropriate to the Module outcomes. Weekly contact – 6 hours per week. Total learning hours (including private study) 600 hours

Presentation Seminars

Students present their ongoing work in group based discussion fora: (1) Developing student understanding of the ideas and concepts structuring their work, including the interaction between intention, process, outcome, and dissemination of their creative work; (2) sharpening a student's ability to articulate their ideas and to debate and defend them. Each student will have the opportunity to give a presentation of their work followed by discussion, in allocated slots of 30 mins.

Tutorials

Ongoing tutorials support students' work and act as discursive feedback points. Students are asked to respond to tutorial with Tutorial Reports that reflect upon staff-tutor dialogues and also articulate plans for the future progression of ideas and practice. Each student will have the opportunity of at least two one to one tutorials, in allocated slots of 30 mins.

Professional Practice Development Lectures

PPD lectures will usually be delivered by in house staff as well as visitors from outside the University who are experts in the fields of copyright, loans and insurance, marketing and PR, education and fundraising and finance.

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Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
On successful completion of the module, students will:

1. Have contextualised their studio-based work within particular frameworks, references and citations (spatial, conceptual and temporal) articulating these ideas clearly, verbally and in a Final exhibition of practice-based outcomes. (A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, B7, B8, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3, D4, D5, D6, D7)
2. Have developed a clear project of work for exhibition that is self-directed and independently managed. (B3, B6, C6, C7, D3, D4, D5, D6, D7)
3. Have exercised a high level of independent judgement and applied it to practice in responding to critique and discussion through tutorials and seminar fora. (B2, B5, B8, C4, C8, D1, D2, D3, D4, D5,)
4. Have achieved a good understanding of a range of key concepts that relate to art in context and have applied them creatively and critically. (A1, A2, A3, A6, B1, B2, B4, B7, C1, C2, C3, C4, C7, C8, D4, D5)
5. Developed an understanding of the role of employing professional skills and have deployed them effectively in realising a Final Project for audiences and documenting this process in a Documentation Journal. (B1, B2, B5, C3, C4, C7, D4, D5,)

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

On successful completion of the module, students will have:

6. An understanding of a range of contemporary and historical contexts within cultural practices demonstrating written, organisational, reflective ability and presentation skills and will have understood the relevance of these to their practice. (A1, A2, A3, A4, A5, A6, A7, B1, B2, B8, C1, C3, C7, C8, D1, D2, D3, D4, D5,)
7. A knowledge of and ability to apply a variety of research methodologies and select relevant methods to develop debate and practice that are appropriate for development towards the Final Degree. (A1, A2, A3, A4, A5, A6, A7, B1, B2, B8, C1, C3, C7, C8, D1, D2, D3, D4, D5,)
8. Improved their ability to communicate clearly through participation within formal and informal constructive critique of their own work, as well as that of their peers. (A3, B2, B3, B4, B5, B8, C1, C2, C3, C4, C8, D1, D3, D4, D5,)
9. Gained the ability to make informed decisions regarding personal study choices and to work independently to deadlines. (B3, B6, C6, C7, C8, D4, D5, D6, D7)
10. Understood core professional skills such as producing statements, CV's, and presenting ideas clearly, verbally and in writing that are relevant to their practice. (A4, A7, B8, C1, C2, C3, C5, C6, C7, C8, D1, D2, D3, D4, D5, D6)

Method of Assessment

Assessment is 100% coursework as follows:

One of the following:

- a) A display of studio practice in exhibition format or otherwise negotiated with the tutor
 - b) A proposal for Curatorial Project (5,000 words)
 - c) An extended piece of critical writing (5000 words)
- 60 % (Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

- 2) Annotated sketch book that documents research. This may include video, photographs, drawings and other visual materials: 20% (Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9).

- 3) A Professional Practice Journal evidencing knowledge and awareness of Professional Practice and its relationship to the final submission of work. This includes evidence of the independent professional skills that are implemented in producing the Degree Show and reflexive commentary on core PPD skills. 20% [(Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10). Typically 2000 words or equivalent, and may include video, photographs, drawings and other visual material. This will include a 1500 word essay.

Preliminary Reading

Abbing, Hans. *Why Are Artists Poor?* The exceptional economy of the Arts, Amsterdam University Press, 2002
Barker, Emma. *Contemporary Cultures of Display*, Yale University Press, London New Haven, 1999
Latour, Bruno and Weibel, Peter (eds). *Making Things Public Atmospheres of Democracy*, MIT, 2005.
Obrist, Hans Ulrich (ed). *A Brief History of Curating*, Presses du Reel, 2008.
Stiles, Kristine and Peter Selz. (eds) *Theories and Documents of Contemporary Art: a sourcebook of artists' writings*. Berkeley: U. of California Press, 1996.

Pre-requisites

None

Restrictions

None

Synopsis *

The module asks students to develop their practice-based work towards: a) a Final Exhibition; b) an extended piece of writing/publication; or, c) a Proposal for a Curatorial Project. The Module will be supported by seminar discussion, visits to institutions, professional practice lectures, film screenings and tutorials. Throughout this Module students will be asked to evidence the choices that are being made in their work. This must be evidenced in the Research Journal as well as embodied within the practice itself.

The Summer term ask students to focus on the resolution and display of a final piece of work for the Degree Show. Alongside the development of practice and its realisation for exhibition, students are asked to employ professional practice skills in the production of work and its dissemination to public audiences. Their awareness, understanding and use of professional skills required in their field will be evidenced in the Documentation Journal.

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FA506		Developing Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Contact Hours

The modes of teaching employed on this module include seminars, tutorials and studio discussion/critiques. Weekly contact – 6 hours per week.

Total learning hours (including private study) 300 hours

Presentation Seminars

Students present their ongoing work in group based discussion fora: (1) Developing student understanding of the ideas and concepts structuring their work, including the interaction between intention, process, outcome, and dissemination of their creative work; (2) sharpening a student's ability to articulate their ideas and to debate and defend them.

Tutorials

Ongoing tutorials support students' work and act as discursive feedback points. Students are asked to respond to tutorial with Tutorial Reports that reflect upon staff-tutor dialogues and also articulate plans for the future progression of ideas and practice.

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes On successful completion of the module, students will:

1. Have contextualised their studio-based work within particular frameworks, references and citations (spatial, conceptual and temporal) articulating these ideas clearly, verbally and in an interim exhibition of practice-based outcomes. (A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, B7, B8, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3, D4, D5, D6, D7)
2. Have developed a project of work for exhibition that is self-directed and independently managed. (B3, B6, C6, C7, D3, D4, D5, D6, D7)
3. Have exercised independent judgement and applied it to practice in responding to critique and discussion through tutorials and seminar fora (B2, B5, B8, C4, C8, D1, D2, D3, D4, D5,)
4. Have achieved a good understanding of a range of key concepts that relate to art in context and have applied them creatively and critically through practice. (A1, A2, A3, A6, B1, B2, B4, B7, C1, C2, C3, C4, C7, C8, D4, D5)
5. Developed an understanding of the role of research to producing cultural practice employing structured information gathering and research, 'trial and error' practice, conceptual and visual speculation. (B1, B2, B5, C3, C4, C7, D4, D5,)

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

On successful completion of the module, students will have:

6. An understanding of a range of contemporary and historical contexts within cultural practices demonstrating written, organisational, reflective ability and presentation skills and will have understood the relevance of these to their practice. (A1, A2, A3, A4, A5, A6, A7, B1, B2, B8, C1, C3, C7, C8, D1, D2, D3, D4, D5,)
7. A knowledge of and ability to apply a variety of research methodologies and select relevant methods to develop debate and practice that are appropriate for development towards the Final Degree. (A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B6, C1, C2, C3, C4, D4, D5,)
8. Have improved their ability to communicate clearly through participation within formal and informal constructive critique of their own work, as well as that of their peers. (A3, B2, B3, B4, B5, B8, C1, C2, C3, C4, C8, D1, D3, D4, D5,)
9. Have gained the ability to make informed decisions regarding personal study choices and to work independently to deadlines. (B3, B6, C6, C7, C8, D4, D5, D6, D7)

Method of Assessment

Assessment is 100% coursework as follows:

- 1) A display of studio practice in exhibition format or otherwise negotiated with the tutor (60%) (Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)
- 2) An annotated sketch book that documents research, back up work, details of any working ideas and commentary that supports the work. This may include video, photographs, drawings and other visual material. This will also include a Statement of Intent (500 words) that reflects on the process of practice and the chosen area and direction of students practice towards the degree Show.
25% (Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)
- 3) Process, participation and development. This will be evidenced by attendance, verbal participation and engagement.
15% (Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

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Preliminary Reading

Birnbaum, Daniel. Chronology, Sternberg Press, 2007.

Chipp, Herschel B. Theories of Modern Art. Berkeley: University of California Press, 1968.

Foster, Hal (ed.) Postmodern Culture. London: Pluto, 1985. Harrison, Charles and Paul Wood. (eds) Art in Theory, 1900-2000: an anthology of changing ideas. Blackwell Publishing, 2003.

Stiles, Kristine and Peter Selz. (eds) Theories and Documents of Contemporary Art: a sourcebook of artists' writings. Berkeley: U. of California Press, 1996.

Pre-requisites

None

Restrictions

None

Synopsis *

The module asks students to develop their practice-based work towards an interim exhibition with support from seminar discussion, film screenings, tutorials and the realisation of independent experimental projects.

Throughout this Module students will be asked to set out the relevant choices that are being made in their work and to evidence these through work in the Research Journal as well as to embody these within practice itself.

Students will be asked to write a Statement of Intent towards their final Module "Resolution" reflecting on their progressing ideas and practice as well as detailing the next stages of their work plan.

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FA509 From Warhol to Whiteread: Postmodernity and Visual Arts Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	

Contact Hours

One 2-hour lecture per week (total 20 hours). (Learning outcomes 12.1-8)
One 2-hour seminar per week (total 20 hours). (Learning outcomes 12.1-8)
Total Study hours (including private study hours): 300

Learning Outcomes

The intended subject specific learning outcomes

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

- 1) Evaluate concepts (and chronologies) of the Postmodern with particular reference to painting, installation, sculpture and performance art practice.
- 2) Identify, define and situate key terms within contemporary art theory and practice.
- 3) Describe influential and alternative approaches to the ways of making and conceptualising art that have characterised the Postmodern period.
- 4) Explore the demise of Modernism, and consider the plurality of art which followed as a partial response to earlier visual and critical orthodoxies.
- 5) Evaluate and analyse the approaches to conceptualising Postmodern art with reference to theoretical and critical paradigms identifying the under-pinning assumptions.
- 6) Account for and situate the reasons for the eclipse of Modernism and explore the theoretical frameworks which critique the relationship between Modernism and Postmodernism.

The intended generic learning outcomes

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

- 1) Demonstrate skills of critical and historical analysis of the moving image, together with generic intellectual skills of synthesis, summarisation, critical judgement and problem-solving, that will allow for the construction of original and persuasive arguments.
- 2) Demonstrate the skills of communication, improving performance, problem-solving, and working with others.
- 3) Communicate effectively, using appropriate vocabulary, ideas and arguments in both a written and oral form.
- 4) Read critically, analyse and use a range of primary and secondary texts;
- 5) Locate and use appropriately a range of learning and reference resources (including moving image resources) within the Drill Hall Library and elsewhere, including the internet.
- 6) Employ information technologies to research and present their work.

Method of Assessment

Assessment will be 100% by coursework, broken down into three tasks

- 35% - 1 x 2,000 word Gallery Evaluation (All learning outcomes)
- 45% - 1 x 3,000 word Essay (All learning outcomes)
- 20% - Seminar Reading Synopses (All learning outcomes)

Preliminary Reading

David Hopkins, *After Modern Art 1945-2000* (OUP 2000)
Grant Pooke, *Contemporary British Art: An Introduction* (Routledge 2010)
Julian Stallabrass, *High Art Lite: The Rise & Fall of Brit Art* (Verso 2006)

Pre-requisites

FA312/FIAR4003 *The Shock of the Now: Themes in Contemporary Art*, or HA314/HART3140 or HA315/HART3150
Introduction to Contemporary Art

Restrictions

Cannot be taken if already studied HA554/HART5540 or HA679/HART6790 *From Warhol to Whiteread: Postmodernity and Visual Art Practice*

Synopsis *

This module explores a range of neo-avant-garde and post-war art practice from the 1960s through to the contemporary; from the Minimalism & Pop Art of the 1960s through to the YBAs and after. It will introduce and discuss some of the key artistic figures within the period, exploring their practice, critical contexts and legacy. Taking a thematic approach to one of the most innovative and stylistically diverse art historical periods, we will consider a range of genres – painting, sculpture, installation, performance and land art – exploring how artists have re-defined and developed their practice in the cultural period following Modernism. Artists exemplified will typically include Jake and Dinos Chapman, Gilbert & George, Eva Hesse, Jenny Saville, Yinka Shonibare, Gerhard Richter and Rachel Whiteread.

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MU518		Critical Study and Presentation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

The module will contain an introductory lecture with subsequent seminars and individual tutorials to discuss and explore the students' chosen subject areas. The total workload is 300 hours including weekly lectures and seminars, individual and group tutorials and feedback sessions, providing a total of approximately 20 hours of staff contact time.

Cost

Students will normally be responsible for any costs incurred due to printing and binding their dissertation ready for submission.

Learning Outcomes

11. The intended subject specific learning outcomes

On successful completion of the module, students will have:

1. Organised the delivery of a seminar presentation to a group of peers and staff and led discussion on the chosen topic
2. Demonstrated a critical awareness of their chosen topic and expressed this coherently verbally with appropriate visual and aural examples
3. Exercised independent judgement and responded to critique and discussion both within the seminar and in the reflective / analytical writing in the report
4. Achieved a clear understanding of a range of key concepts that relate to music or audio through discussion, research and analysis, referencing important texts and discourses

12. The intended generic learning outcomes

1. Developed written, organisational and presentation skills
2. A knowledge of and an ability to apply a variety of research methodologies and relevant methods to develop ideas, techniques or technologies
3. Have developed their ability to communicate clearly through participation within formal and informal constructive critique of their own work as well as that of their peers
4. Have gained the ability to make informed decisions regarding personal study choices and to work independently to deadlines

Method of Assessment

- 1) A Seminar Presentation, to be given in the style of a formal conference paper, to staff and peers (20 minutes, with 10 minutes for questions) (40%) – learning outcomes 11.1, 11.2, 11.4, 12.1, 12.2, 12.4
- 2) A Critical Report of 3000 words (60%) – learning outcomes 11.1, 11.2, 11.4, 12.1, 12.2, 12.4

Preliminary Reading

JOLLES, R.L. 2005. How to Run Seminars and Workshops 3rd Ed. New York; Chichester : Wiley
BRADBURY, A. 2010. Successful Presentation Skills 4th Ed. London : Kogan Page.
MURRAY, N and G. Hughes. 2008. Writing up your University Assignments and Research Projects. Maidenhead : McGraw-Hill Open University Press.
ROBSON, C. 2007. How to do a Research Project: a Guide for Undergraduate Students. Oxford : Blackwell.

Pre-requisites

None

Restrictions

None

Synopsis *

The module will provide an integrated approach to critical studies developing ideas through discussion related to music and audio practice. Throughout this module students are asked to present and lead seminars on issues, problems and ideas that motivate their practice employing relevant cultural and contextual material to support this discussion.

Students are asked to write up a critical report that details the key elements delivered and discussed in the seminar.

2022-23 Medway Module Handbook

MU523		Found Image, Found Sound				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	
1	Medway	Autumn	H	30 (15)	100% Coursework	

Availability

Limited to 40 places between SMFA5000 & SMFA6000

Contact Hours

Delivery of this module is by lectures, technical workshops, tutorials and peer crit sessions.

Lectures: 6 two-hour lectures (12 hours total)

Workshops: 6 two-hour technical workshops (12 hours total)

Peer crit sessions: 2 all-day sessions (6 hours each, 12 hours total)

Tutorials: 4 tutorials (15 minutes each, 1 hour total)

Total contact hours: 37

Independent study hours: 263

Total study hours: 300

In addition to the timetabled classes, students are expected to dedicate time to developing their audio-visual projects and to supplement lectures by researching information using recommended viewing, listening and reading.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module level 6 students will be able to:

5. Deploy accurately skills and techniques in recording, editing, manipulating and combining sound and image using digital technology.
6. Develop, investigate and express advanced individual artistic and creative ideas that engage with the forefront of the discipline using found materials as a source.
7. Work collaboratively on an audio-visual project, engaging in debate and joint development of ideas.
8. Display a critical, in-depth awareness of important artists in this field and have an ability to assess and evaluate their relationship to the student's own practice.

The intended generic learning outcomes.

On successfully completing the module level 6 students will be able to:

4. Be self-critical of work in progress and respond to the critical insights of others, with an understanding of further training and development needs.
5. Work effectively as part of a team, exercising initiative and personal responsibility to organise tasks and resources in an appropriate manner.
6. Demonstrate flexibility of thought, decision-making in complex and unpredictable contexts, and an ability to change or adapt materials for different contexts.

Method of Assessment

Project 1 (3 minute audio-visual work using found materials) + 600 word commentary (50%)

Project 2 (3 minute audio-visual work using given materials) + 600 word commentary (50%)

Preliminary Reading

Cage, J. (1973), *Silence*, London: Marion Boyars

Hamlin, N. (2003), *Film Art Phenomena*, London: BFI

LaBelle, B. (2010), *Acoustic Territories: Sound Culture and Everyday Life*, London: Continuum

Murray Schafer, R. (1994), *The Soundscape*, Rochester: Destiny Books
Rees, A. L. (1999), *A History of Experimental Film and Video*, London: BFI

Smith, J. (2003), *John Smith: Film and Video Work 1972-2002*, Bristol: Picture This Moving Image

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU524/SMFA5000 Found Image, Found Sound

Synopsis *

This module gives students the opportunity to produce collaborative audio-visual works. Exploring notions of the 'found' (sound concrete, found footage, and found environments), students from across the School of Music and Fine Art will work together to create video/audio compositions. This approach is contextualized by reference to key artists and their work. Workshops provide students with the opportunity to develop their technical skills using current audio-visual equipment.

2022-23 Medway Module Handbook

MU524 Found Image, Found Sound						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	30 (15)	100% Coursework	
1	Medway	Autumn	I	30 (15)	100% Coursework	

Availability

Limited to 40 places between SMFA5000 & SMFA6000

Contact Hours

Delivery of this module is by lectures, technical workshops, tutorials and peer crit sessions.

Lectures: 6 two-hour lectures (12 hours total)

Workshops: 6 two-hour technical workshops (12 hours total)

Peer crit sessions: 2 all-day sessions (6 hours each, 12 hours total)

Tutorials: 4 tutorials (15 minutes each, 1 hour total)

Total contact hours: 37

Independent study hours: 263

Total study hours: 300

In addition to the timetabled classes, students are expected to dedicate time to developing their audio-visual projects and to supplement lectures by researching information using recommended viewing, listening and reading.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module level 5 students will be able to:

1. Demonstrate skills in recording, editing, manipulating and combining sound and image using digital technology.
2. Develop, investigate and express individual artistic and creative ideas using found materials as a source.
3. Work collaboratively on an audio-visual project, engaging in debate and joint development of ideas.
4. Display an awareness of important artists in this field and their relationship to the student's own practice.

The intended generic learning outcomes.

On successfully completing the module level 5 students will be able to:

1. Be self-critical of work in progress and respond to the critical insights of others.
2. Work effectively as part of a team, organising tasks and resources in an appropriate manner.
3. Demonstrate flexibility of thought and an ability to change or adapt materials for different contexts.

Method of Assessment

Project 1 (3 minute audio-visual work using found materials) + 600 word commentary (50%)

Project 2 (3 minute audio-visual work using given materials) + 600 word commentary (50%)

Preliminary Reading

Cage, J. (1973), *Silence*, London: Marion Boyars

Hamlin, N. (2003), *Film Art Phenomena*, London: BFI

LaBelle, B. (2010), *Acoustic Territories: Sound Culture and Everyday Life*, London: Continuum

Murray Schafer, R. (1994), *The Soundscape*, Rochester: Destiny Books

Rees, A. L. (1999), *A History of Experimental Film and Video*, London: BFI

Smith, J. (2003), *John Smith: Film and Video Work 1972-2002*, Bristol: Picture This Moving Image

Pre-requisites

None

Restrictions

None

Synopsis *

This module gives students the opportunity to produce collaborative audio-visual works. Exploring notions of the 'found' (sound concrete, found footage, and found environments), students from across the School of Music and Fine Art will work together to create video/audio compositions. This approach is contextualized by reference to key artists and their work. Workshops provide students with the opportunity to develop their technical skills using current audio-visual equipment.

2022-23 Medway Module Handbook

MU529 Interdisciplinary Arts Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
3	Medway	Spring	I	30 (15)	100% Coursework	

Contact Hours

The module will make use of two-hour seminars and two-hour practical workshops to introduce students to the module. The first four seminars will look at collaborative models, working groups will be formed and individual Learning Contracts for each student will be developed. The Learning Contract will specify in detail the personal learning aims for each student, which is negotiated with the module convener in the context of their collaborative group. Each group will produce one collaborative work, which will be presented early in the summer term.

Seminars: 12 hours
Workshops: 8 hours
Individual and group tutorials: 10
Total Contact Hours: 30
Private Study Hours: 270
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module level 5 students will be able to:

1. Demonstrate an awareness of various models of interdisciplinarity between areas such as music, sound art, fine art, drama and performance art.
2. Identify and utilise a broad range of skills, while developing personal specialisms within a working group.
3. Develop a performance event / collaborative production from conception to realisation that draws together the skills of the group members.

The intended generic learning outcomes.

On successfully completing the module level 5 students will be able to:

1. Utilise inter-personal skills of communication, planning and evaluative interaction.
2. Work effectively as part of a group.
3. Manage resources and time effectively and organise tasks.

Method of Assessment

20-minute group seminar presentation: 20%

Project portfolio (including accompanying 600-word written documentation including a bibliography): 80%

Preliminary Reading

Sawyer, R. (2003), *Group Creativity: Music, Theatre, Collaboration*, New Jersey: Lawrence Erlbaum Associates.

Steiner, V. (2006), *Creative Collaboration*, Oxford: OUP.

Littleton, K. and Miell, D. eds. (2004), *Collaborative Creativity*, London: Free Association Books.

Pre-requisites

None

Restrictions

None

Synopsis *

The purpose of this module is to provide opportunity for self-directed group exploration in the creation of a collaboratively developed interdisciplinary practical research project. Although each student will have to negotiate an individual and personal Learning Contract with a supervising tutor, the focus of this module remains interdisciplinary and collaborative. This will be achieved through a system of lectures, workshops, mentoring, negotiation and tutor supervision. Group projects between 3 and 5 students will be considered. Projects are undertaken and evaluated with tutor guidance. Examples of studies include: performance projects, audio-visual work and multi-media projects.

2022-23 Medway Module Handbook

MU530 Interdisciplinary Arts Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
3	Medway	Spring	H	30 (15)	100% Coursework	

Contact Hours

The module will make use of two-hour seminars and two-hour practical workshops to introduce students to the module. The first four seminars will look at collaborative models, working groups will be formed and individual Learning Contracts for each student will be developed. The Learning Contract will specify in detail the personal learning aims for each student, which is negotiated with the module convener in the context of their collaborative group. Each group will produce one collaborative work, which will be presented early in the summer term.

Seminars: 12 hours
Workshops: 8 hours
Individual and group tutorials: 10
Total Contact Hours: 30
Private Study Hours: 270
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module level 6 students will be able to:

1. Demonstrate a detailed knowledge and systematic understanding of various models of interdisciplinarity between areas such as music, sound art, fine art, drama and performance art.
2. Identify and utilise a broad range of skills within a working group, while developing advanced personal specialisms that are informed by work at the forefront of the discipline.
3. Develop a performance event / collaborative production from conception to realisation that draws together the skills of the group members.

The intended generic learning outcomes.

On successfully completing the module level 6 students will be able to:

1. Utilise inter-personal skills of communication, planning and evaluative interaction in complex and unpredictable contexts.
2. Work effectively as part of a group with an appreciation of different viewpoints.
3. Manage resources and time effectively, exercising initiative and personal responsibility in the organisation of tasks.

Method of Assessment

20-minute group seminar presentation: 20%

Project portfolio (including accompanying 600-word written documentation including a bibliography): 80%

Preliminary Reading

Sawyer, R. (2003), *Group Creativity: Music, Theatre, Collaboration*, New Jersey: Lawrence Erlbaum Associates.

Steiner, V. (2006), *Creative Collaboration*, Oxford: OUP.

Littleton, K. and Miell, D. eds. (2004), *Collaborative Creativity*, London: Free Association Books.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU529/SMFA5001 Interdisciplinary Arts Project

Synopsis *

The purpose of this module is to provide opportunity for self-directed group exploration in the creation of a collaboratively developed interdisciplinary practical research project. Although each student will have to negotiate an individual and personal Learning Contract with a supervising tutor, the focus of this module remains interdisciplinary and collaborative. This will be achieved through a system of lectures, workshops, mentoring, negotiation and tutor supervision. Group projects between 3 and 5 students will be considered. Projects are undertaken and evaluated with tutor guidance. Examples of studies include: performance projects, audio-visual work and multi-media projects.

2022-23 Medway Module Handbook

MU531		Music Performance 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Delivery of this module is by individual specialist tuition (addresses 11.1, 11.2, 11.3, 11.4, 12.1, 12.2), lectures (11.1, 11.2, 11.3, 12.1 and 12.2) and participation in performance platforms/presentations (11.1, 11.2, 11.3, 12.1 and 12.2). Individual instrumental/vocal lessons with a specialist tutor aid students in their development. The total workload is 300 hours including approximately 90 minutes of staff contact time per week over two terms. Students are expected to devote the vast majority of study time to developing and implementing a rigorous individual practice regime (around 12 hours a week). Students are also expected to commit to extra-curricular musical activity outside of formal classes to supplement their work in this module. In addition to this, students will be encouraged to deepen their understanding of performance and individual practice by engaging relevant parts of the sources given in the reading list.

Learning Outcomes

11. The intended subject specific learning outcomes

On successful completion of the module, students will:

1. Demonstrate an advanced understanding of the repertoire of their principal instrument of study through a critical and imaginative engagement with performance conventions and through the ability to shape even technically demanding passages accurately and with a sense of flair.
2. Develop an advanced level of performance skill on their principal instrument of study through a critical and imaginative approach to phrasing, dynamics and articulation.
3. Communicate music using an advanced level of musicianship, technique and stylistic language, thereby showing a critical awareness of overall shape, phrase structure and nuance of articulation.
4. Develop further a rigorous practice regime at an advanced level (as outlined above), involving a balance between technical studies, learning and memorizing of work, focused playing of repertoire and sight-reading.

12. The intended generic learning outcomes

On successful completion of the module, students will:

1. Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques
2. Develop the ability to work on a project over an extended period of time.

Method of Assessment

Individual performance: 70% (11.1, 11.2, 11.3, 11.4, 12.1 12.2)

Practice and rehearsal diary: 1500 words: 20% (11.4, 12.2)

Performance platform contribution: 10% (11.1, 11.2, 12.1)

Preliminary Reading

StGeorge, J. M. (2012) 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes. Music Education Research 14 (2).

Parncutt R. & McPherson, G. (2002) The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning. Oxford: Oxford University Press.

Williamson, A. (2004) Strategies and Techniques for Enhancing Performance. Oxford: Oxford University Press.

Pre-requisites

MU519 Music Performance 2, with an average of 60% or higher OR have received special consent from the module convener, following an interview/audition

Restrictions

None

Synopsis *

The module will focus upon the development of solo performance skills and an understanding of approaches to effective regular practice at an advanced level. Skills and understanding are fostered through individual instrumental lessons, lectures and performance platforms. Students will develop their musicianship by listening to others and by performing themselves, performing works that are more challenging, both technically and expressively, than those performed during the study of MU519 Performance 2. Lectures will provide guidance on performance conventions, approaches to repertoire and more advanced performance considerations, e.g. subtle and complex distinctions in tone colour and phrase relationships, and approaches to tackling repertoire where the possibility of performance is deliberately problematized.

2022-23 Medway Module Handbook

MU533		Orchestration and Arrangement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Learning and Teaching Methods

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the complex formal conventions surrounding the professional preparation of musical scores for a wide range of instrumental groupings.
2. Identify and evaluate instrumental characteristics and how these may function as part of a larger ensemble.
3. Create new arrangements of existing pieces of music that are practical for the forces required.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Be self-critical of work in progress and respond to the critical insights of others.
2. Prioritise tasks and manage time and resources effectively.
3. Demonstrate flexibility of thought and an ability to change or adapt materials for different contexts.

Method of Assessment

This module will be assessed by 100% coursework.

- Arrangement and Orchestration Portfolio including a 500-word commentary 100%

The portfolio will consist of a number of professionally presented scores that explore some of the topics covered in the module with a total length of c. 6 minutes.

Preliminary Reading

Adler, S. (2002). *The Study of Orchestration*. New York: Norton.

Berlioz, H. (1999). *Treatise on Instrumentation*. New York: Dover.

Blatter, A. (1997). *Instrumentation and Orchestration*. New York: Wadsworth / Thomson.

Cecil, C. (1982). *Orchestration*. New York: Dover.

Mancini, H. (1986). *Sounds and Scores*. New York: Northridge.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU521 Composition, Orchestration and Arrangement

Synopsis *

This module introduces students to the complex formal conventions surrounding professional score presentation, instrumentation and orchestration, harmonising and reharmonising melodies, creating introductions, basslines or countermelodies, layering and textures. Students will also explore timbre in the context of original arrangements.

2022-23 Medway Module Handbook

MU534		Composition Project				
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	

Availability

Limited to 20 places

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the complex formal conventions surrounding the professional preparation of musical scores for chamber ensemble.
2. Identify and evaluate instrumental characteristics and how these may function as part of a chamber ensemble.
3. Demonstrate skill and judgement in the instrumentation of their own creative compositions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use ICT with specific reference to industry standard hardware and software.
2. Be self-critical of work in progress and respond to the critical insights of others.
3. Prioritise tasks and manage time and resources effectively.
4. Demonstrate flexibility of thought and an ability to change and develop material.

Method of Assessment

This module will be assessed by 100% coursework.

Instrumental Composition Project c. 4 minutes, including a 500-word commentary 100%

Preliminary Reading

Adler, S. (2002). *The Study of Orchestration*. New York: Norton.

Cecil, C. (1982). *Orchestration*. New York: Dover.

Cope, D. (1997). *Techniques of the Contemporary Composer*. Boston: Wadsworth Publishing.

Cox, C. (2007). *Audio Culture: Readings in Modern Music*. London: Continuum.

Nyman, M. (2011). *Experimental Music*. Cambridge: Cambridge University Press.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU521 Composition, Orchestration and Arrangement

Synopsis *

Students will be required to devise a short original composition for chamber ensemble that will be workshopped by musicians, a selection of these works will then receive a public performance in the summer term. This module will explore notated instrumental composition focusing on creating original melodies, textures, harmony and orchestration as well as analysing existing repertoire. Contemporary compositional theories will be explored in relation to key works and scholarly texts.

2022-23 Medway Module Handbook

MU535 Audio Technologies 2(A)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
2	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1 hour lecture and 1 hour workshop for 10 weeks.

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Delivery of this module is by weekly 1 hour lectures and weekly 1 hour practical workshops. The total workload is 150 hours. Students will also be provided with directed background reading and practical exercises to supplement material covered in lectures. The taught elements and workshops provide students with the necessary practical skills and principles to not only successfully complete this module but also establish a common understanding and knowledge base for future work.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an understanding of analogue-digital processes and artefacts such as clocking errors, data storage systems and compression formats.
2. Understand the concepts associated with digital signal processing and the advantages and disadvantages of working in the digital domain.
3. Deploy sophisticated skills in recording a diverse range of sources in the studio environment using a variety of techniques.
4. Integrate creative and technical decision making in carrying out sophisticated production processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Communicate ideas and concepts and interact effectively with others.
2. Generate analyse and interpret appropriate data.
3. Demonstrate core skills such as problem solving and decoding information.
4. Demonstrate their ability to manage time and resources effectively.

Method of Assessment

100% coursework

- Essay (1500 Words) 60%

- Audio Production Exercises 40%

Students will carry out a series of short practical assignments based around the audio production principles taught in the module.

Preliminary Reading

Bartlett B, Bartlett J. (2002) Practical Recording Techniques. Focal Press.

Borwick, J. (1994) Sound Recording Practice. Oxford: Oxford University Press.

Corey, J. (2010). Audio Production and Critical Listening: Technical Ear Training. Oxford: Focal.

Eargle J. (2001) The Microphone Book. Focal Press.

Huber, D.M. and Runstein, R.E. (2010). Modern Recording Techniques. 7th ed. London: Focal.

Owsinski B. (1999) The Mixing Engineer's Handbook (Mix Pro Audio Series). London: Music Sales Limited

Zager, M. (2012). Music Production: For Producers, Composers, Arrangers, and Students. 2nd ed. Lanham, Md: Scarecrow Press.

Pre-requisites

MU313/MUSC4000 Audio Technologies 1

Restrictions

Cannot be taken if already studied MU613 Audio Technologies 2

Synopsis <span style =

Students will develop their understanding of a broad range of topics concerning recording in the studio environment. Topics covered may include, but will not be limited to, digital conversion, sampling and aliasing, reconstruction and filter design, pulse code modulation, timebase compression and correction, error correction and concealment. Basic concepts of data manipulation will also be studied in order to perform audio signal processing i.e. delay, chorus, reverberation, and equalisation. Data compression principles and formats will be studied in some detail, as will stereo and spaced microphone techniques.

2022-23 Medway Module Handbook

MU536		Audio Technologies 2(B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1 hour lecture and 1 hour workshop for ten weeks.

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Delivery of this module is by weekly 1 hour lectures and weekly 1 hour practical workshops. The total workload is 150 hours. Students will also be provided with directed background reading and practical exercises to supplement material covered in lectures. The taught elements and workshops provide students with the necessary practical skills and principles to not only successfully complete this module but also establish a common understanding and knowledge base for future work.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of contemporary studio production techniques.
2. Demonstrate an understanding of key concepts in mixing and mastering audio including good practice in sound placement and refining the audio spectrum.
3. Produce a range of musical styles in the studio environment using a variety of techniques.
4. Integrate creative and technical decision making in carrying out sophisticated production processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Communicate ideas and concepts and interact effectively with others.
2. Generate analyse and interpret appropriate data.
3. Demonstrate core skills such as problem solving and decoding information.
4. Demonstrate their ability to manage time and resources effectively

Method of Assessment

100% coursework:

- Recording Project 100%

Students will carry out a project to record, mix and remix a piece of music to produce a total of 6-10 minutes of music.

Preliminary Reading

Burgess, R.J. (2005). *The Art of Music Production*. 3rd ed. London: Omnibus.

Burgess, R.J. (2014). *The History of Music Production*. New York: Oxford University Press.

Dittmar, T. (2012). *Audio Engineering 101: A Beginner's Guide to Music Production*. Waltham, MA: Focal Press.

Frith, S. & Zagorski-Thomas, S. (2012). *The Art of Record Production: An Introductory Reader for a New Academic Field*. Farnham: Ashgate.

Hepworth-Sawyer, R. & Golding, C. (2011). *What Is Music Production?: A Producer's Guide: The Role, the People, the Process*. London: Focal.

Katz, B. (2003). *Mastering Audio: The Art and the Science*. London: Focal.

Savona, A. (2005). *Console Confessions: Insights & Opinions from the Great Music Producers*. Enfield: Hi Marketing.

Pre-requisites

None

Restrictions

Co-requisite module: MU535/MUSC5041 Audio Technologies 2 (A)

Cannot be taken if already studied MU613 Audio Technologies 2

Synopsis *

Students will deepen their understanding of a broad range of topics concerning recording, mixing and mastering in the studio environment. Advanced concepts of data manipulation will also be studied in order to perform audio signal processing and post-production disciplines. Mixing and mastering techniques will be studied in some detail including delivery formats for music industry distribution.

2022-23 Medway Module Handbook

MU537		Music Performance 2(A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 90-minute workshop for 10 weeks in the term. In addition, students will receive 7 ½ hours of instrumental / vocal tuition:

Workshop Hours: 15

Instrumental / vocal tuition: 7 ½

Independent Study Hours: 127 ½

Total Study Hours: 150

Part of the Independent Study Hours must be made up by a commitment to performance within the School of Music and Fine Art through the support of music ensembles (e.g. University Choir and Band, Chamber Choir, University Orchestra (Medway) etc.)

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an intermediate understanding of the repertoire of their principal instrument of study with particular reference to key musical styles such as those of the Renaissance and Baroque (in the case of Music students) or those associated with twenty-first century popular music genres (in the case of Popular Music students).
- 2) Demonstrate an intermediate level of performance skill on their principal instrument of study with particular reference to key musical styles (as above) through a systematic and thoughtful approach to dynamics and articulation.
- 3) Communicate music using intermediate musicianship, technique and stylistic language with particular reference to key musical styles (as above), thereby showing an appreciation of overall dynamic shape.
- 4) Demonstrate a high quality, systematic, regular practice schedule at an intermediate level (as outlined above) involving a balance between technical studies, learning and memorizing of work, focused playing of repertoire and sight-reading.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques.
- 2) Demonstrate an ability to work on a project over an extended period of time.
- 3) Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

This module will be assessed by 100% coursework.

- 1) 20% Contribution to Workshops (both open workshops and those with a stylistic focus)
- 2) 30% Rehearsal Diary, including a report on contribution to SMFA ensembles: 1000 words
- 3) 50% Concert Performance, 7 minutes

Preliminary Reading

Hamum, J. (2014). *The Practice of Practice: Get Better Faster*. Chicago: Sol Ut Press.

Parncutt, R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

Ritchie, L., & Williamon, A. (2013). Measuring Musical Self-Regulation: Linking Processes, Skills, and Beliefs. *Journal of Education and Training Studies* 1(1), 106-116.

StGeorge, J. M. (2012). 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes. *Music Education Research* 14 (2).

Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

Students must have passed either MU325 Music Performance 1, MU329/MUSC4020 Music Performance 1 (A) or MU330/MUSC4021 Music Performance 1 (B) with 60% or higher.

Progression

Either this module or MU538/MUSC5044 must be passed with an average of 60% or higher to progress onto MU531/MUSC6007 Music Performance 3

Restrictions

Cannot be taken if already studied MU519 Music Performance 2

Synopsis *

The module will focus upon the development of performance skills and an understanding of approaches to effective regular practice at an intermediate level. Skills and understanding are fostered through individual instrumental lessons and performance workshops. Students will develop their musicianship by listening to others and by performing themselves, performing works that are more challenging, both technically and expressively, than those performed during the study of Performance 1A and 1B. Some workshops will have stylistic focus (e.g. Renaissance and Baroque if studying Music or twenty-first century popular music if studying Popular Music), and these provide guidance on performance conventions, approaches to repertoire and more advanced performance considerations, e.g. subtle distinctions in intonation and sensitive phrasing, and the effective deployment of extended instrumental techniques.

2022-23 Medway Module Handbook

MU539 Studies in Tonal Music						
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	

Contact Hours

This module will be taught by means of a 2-hour seminar:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on their work during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an intermediate knowledge of music-theoretical discourse concerning tonal music recognising key scholarly methods and beginning to show evaluative and critical insight concerning their approach and application.
- 2) Demonstrate the ability to recognize and deploy stylistic conventions within a range of tonal contexts.
- 3) Use intermediate techniques in creating, harmonizing, arranging or completing tonal music in a specific style.
- 4) Show a critical awareness of the diverse and complex relationships within and between tonal music, tonal-music scholarship and socio-political contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Use IT and other sophisticated technologies in the preparation of work.
- 2) Demonstrate flexibility of thought and an openness to new thinking.
- 3) Prioritise tasks and manage time and resources effectively.

Method of Assessment

This module will be assessed by 100% coursework.

1) 50% Essay, 1500 words

2) 50% Stylistic Studies Exercises

A series of exercises that involve students composing music in particular styles that they have studied during this module.

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Bergé, P. ed. (2010). *Musical Form, Forms and Formenlehre: Three Methodological Reflections*. Leuven: Leuven University Press.

Cadwallader, A. & Gagné, D. (2007). *Analysis of Tonal Music: A Schenkerian Approach*. Oxford: Oxford University Press.

Caplin, W. (1998). *Classical Form: A Theory of Formal Functions for the Instrumental Music of Haydn, Mozart, And Beethoven*. Oxford: Oxford University Press.

Cohn, R. (1998). 'Introduction to Neo-Riemannian Theory: A Survey and A Historical Perspective', *Journal of Music Theory*, 42 (2), pp. 167–180.

Cook, N. (1994). *A Guide to Musical Analysis*. Oxford: Oxford University Press

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU525 Music Studies 2

Synopsis *

This module will introduce students to a range of musical-theoretical paradigms concerning tonal music at an intermediate level such as Caplin notion of form-functionality (e.g. sentence, period, contrasting middle and small-binary and ternary form), key Schenkerian principles (e.g. identifying and reducing contrapuntal melodies; linear progressions, neighbour notes and arpeggiations at various levels; harmonic reductions; and the Ursatz) and Neo-Riemannian theory (e.g. the Tonnetz, L, P and R transformations, hexatonic cycles and Weitzmann regions). Alongside a critical engagement of these bodies of discourse students will deploy theoretical concepts as a means of producing tonal music within a variety of styles.

2022-23 Medway Module Handbook

MU540		Studies in Post-Tonal Music				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour seminar.

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on their work during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an intermediate knowledge of music-theoretical discourse concerning post-tonal music recognising key scholarly methods and beginning to show evaluative and critical insight concerning their approach and application.
- 2) Demonstrate the ability to recognize and deploy stylistic conventions within a range of post-tonal contexts.
- 3) Use intermediate techniques in creating, harmonizing, arranging or completing post-tonal music in a specific style.
- 4) Show a critical awareness of the diverse and complex relationships within and between post-tonal music, post-tonal music scholarship and socio-political contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Use IT and other sophisticated technologies in the preparation of work.
- 2) Demonstrate flexibility of thought and an openness to new thinking.
- 3) Prioritise tasks and manage time and resources effectively.

Method of Assessment

This module will be assessed by 100% coursework.

1) 50% Essay, 1500 words

2) 50% Stylistic studies exercises

A series of exercises that involve students composing music in particular styles that they have studied during this module.

Preliminary Reading

Andriessen, L. & Schönberger, E. (2006). *The Apollonian Clockwork: On Stravinsky*. Amsterdam: Amsterdam University Press.

Cook, N. & Pople, A. eds. (2008). *The Cambridge History of Twentieth Century Music*. Cambridge: Cambridge University Press.

Cowell, H. (1996). *New Musical Resources*. Cambridge: Cambridge University Press.

Straus, J. (2000). *Introduction to Post-tonal Theory*. New Jersey: Prentice Hall.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU525 Music Studies 2

Synopsis *

This module will introduce students to a range of musical theoretical paradigms concerning post-tonal music at an intermediate level such as set theory (e.g. prime form, inversion, transposition and complement related sets), Neo-classicism (e.g. added note harmonies, Stravinskian cell technique and tonal disruption) and cluster techniques (e.g. outer tone consonant and outer tone dissonant cluster and clusters with internal movement). Alongside a critical engagement of these bodies of discourse students will deploy theoretical concepts as a means of producing post-tonal music within a variety of styles.

2022-23 Medway Module Handbook

MU541		Postproduction Sound for Moving Image				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Availability

Limited to 40 places

Contact Hours

Learning and Teaching methods

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Delivery of this module is by a one hour lecture and a one hour practical workshop over ten weeks. The total workload is 150 hours. Workshop classes provide students with examples and practical exercises that students are expected to attempt.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Describe and analyse the differing formal conventions surrounding the use of sound with other media.
2. Combine sound and moving image to produce a finished audio/visual product.
3. Record, manipulate and balance the differing sound elements of video/film using current industry software.
4. Review and critically apply key scholarly ideas in the field of film sound to their own work.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate IT skills including word processing and the use of complex applications.
2. Demonstrate ability and confidence in carrying a project through to delivery with demonstration of flexibility of thought.
3. Deliver work to a given length, format, brief and deadline.

Method of Assessment

100% coursework

- Film Sound Project 60%

Students will produce c. 3 minutes of postproduction sound for a moving image sequence.

- Essay 40%, 1500 words

Preliminary Reading

Brown, R. S. (1986). *Overtones and Undertones: Reading Film Music*. Berkeley: University of California Press.

Chion, M. (1994). *Audio-Vision: Sound on Screen*. New York: Columbia University Press.

Chion, M. (1999). *The Voice in Cinema*. New York: Columbia University Press.

Davison, A. (2003). *Hollywood Theory, Non-Hollywood Practice: Cinema Soundtracks in the 1980s and 1990s*. Aldershot: Ashgate.

Holman, T. (2010). *Sound For Film And Television* (3rd ed.) Oxford: Focal.

Karlin, F. (2004). *On the Track: A Guide to Contemporary Film Scoring*. London: Routledge.

Wyatt, H. (2005). *Audio Post Production for Television and Film: an Introduction to Technology and Techniques* (3rd ed.) Oxford: Focal.

Yewdall, D. L. (2012). *The Practical Art of Motion Picture Sound*, 4th Edition, London: Focal Press.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU614 Music and Sound for Film and Television

Synopsis *

The module introduces students to the field of media sound in both theory and practice. The focus will be on sound production techniques, including postproduction crafts such as Foley, ADR and sound design. Students also study film-sound theory, gaining insight into critical approaches to the analysis of film texts.

2022-23 Medway Module Handbook

MU542		Music for Film and Television				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Limited to 40 places

Contact Hours

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Delivery of this module is by a one hour lecture and a one hour practical workshop over ten weeks. The total workload is 150 hours. Workshop classes provide students with examples and practical exercises that students are expected to attempt.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Describe and analyse the differing formal conventions surrounding the use of music in film and television.
2. Combine music and moving image to produce a finished audio/visual product.
3. Record, manipulate and balance music in relation to video/film and diegetic sound using current industry software.
4. Compose music for image that demonstrates a critical awareness of genre, mood, repetition and contrast.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate IT skills including word processing and the use of complex applications.
2. Demonstrate ability and confidence in carrying a project through to delivery with demonstration of flexibility of thought.
3. Deliver work to a given length, format, brief and deadline.

Method of Assessment

Film Composition Project 100%

Students will compose c. 5 minutes of music for a moving image sequence.

Preliminary Reading

- Altman, R. (2000). 'Inventing the Cinema Soundtrack: Hollywood Multiplane Sound System'. In: Buhler, J & Flinn, C. eds. *Music and Cinema*. Middletown, CT: Wesleyan University Press.
- Cook, N. (1998). *Analysing Musical Multimedia*. Oxford: Oxford University Press.
- Cooke, M. (2008). *A History of Film Music*. Cambridge: Cambridge University Press.
- Davis, R. (1999). *Complete Guide to Film Scoring*. London: Routledge.
- Davison, A. (2003). *Hollywood Theory, Non-Hollywood Practice: Cinema Soundtracks in the 1980s and 1990s*. Aldershot: Ashgate.
- Donnelly, K. ed. (2001). *Film Music: Critical Approaches*. Edinburgh: Edinburgh University Press.
- Gorbman, C. (1987). *Unheard Melodies: Narrative Film Music*. Indiana: Indiana University Press.
- Kalinak, K. (2000). *Film Music: A Very Short Introduction*. Oxford: Oxford University Press.
- Kalinak, K. (2000). *Settling the Score: Music and the Classical Hollywood Film*. Madison: University of Wisconsin Press.
- Karlin, F. (2004). *On the Track: A Guide to Contemporary Film Scoring*. London: Routledge.
- Kassabian, A. (2001). *Hearing Film: Tracking Identifications in Contemporary Hollywood Film Music*. New York: Routledge.

Pre-requisites

None

Restrictions

Co-requisite module: MU541/MUSC5032 Postproduction Sound for Moving Image

Cannot be taken if already studied MU614 Music and Sound for Film and Television

Synopsis *

The module introduces students to the field of music for media in both theory and practice. The focus will be on music used in moving image media, including an introduction to musical languages and compositional techniques commonly deployed in relation to moving images. Students also study film music history, gaining insight into critical approaches that have informed the practice.

2022-23 Medway Module Handbook

MU543		Songwriting 2(A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will receive the opportunity for individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an understanding of key technical concepts in writing and arranging popular music.
- 2) Demonstrate a critical awareness of key topics in music theory in areas such as tonality/modality, harmony and rhythm.
- 3) Create original music using songwriting techniques, beginning to shape the finer details of a composition.
- 4) Utilize musical instruments and related musical technologies to develop musical material in the production of songs.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Use IT and other sophisticated technologies in the preparation of work.
- 2) Be self-critical of work in progress, responding to the critical insights of others in order to develop a final piece of work.
- 3) Prioritise tasks and manage time and resources effectively.

Method of Assessment

This module will be assessed by 100% coursework.

- 1) 25% Song Analysis (750 words)
- 2) 75% Song Composition (3-5 minutes)

Preliminary Reading

Everett, W. (2008). 'Pitch Down the Middle', in *Expression in Pop-Rock Music*, ed. W. Everett (New York: Routledge), pp. 111-174.

Everett, W. (2009). *The Foundations of Rock: From Blue Suede Shoes to Suite: Judy Blue Eyes*. Oxford: Oxford University Press.

Tagg, P. (2009). *Everyday Tonality: Towards a Theory of What Most People Hear*, New York: Mass Media Music Scholars Press.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU522 Songwriting 2

Synopsis *

Students will develop an understanding of the harmonic systems found in popular music, including standard chord progressions; tonal/modal melodies and basslines; the relationship between words and music; and rhythmic, metric and stylistic conventions. Students will analyse key repertoires and styles. Examples will be taken from within and outside the 'mainstream' of popular music, in order to help students develop a greater flexibility in their approach to the discipline. During this module students will develop a 3-5 minute song composition through a series of workshops where they will receive feedback on their work in progress.

2022-23 Medway Module Handbook

MU544		Songwriting 2(B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Learning and Teaching Methods

This module will be taught by means of a 1-hour lecture and 1-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will receive the opportunity for individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an understanding of key technical concepts in writing and arranging popular music.
- 2) Demonstrate a detailed critical awareness of key topics in music theory in areas such as tonality/modality, harmony, rhythm, harmonic rhythm, hyper-metre and phrase structure.
- 3) Create original music using songwriting techniques, shaping and beginning to nuance the finer details of a composition.
- 4) Utilize musical instruments and related musical technologies to develop sophisticated musical material in the production of songs.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Use IT and other sophisticated technologies in the preparation of work.
- 2) Be self-critical of work in progress, responding to the critical insights of others in order to develop a final piece of work.
- 3) Prioritise tasks and manage time and resources effectively.

Method of Assessment

This module will be assessed by 100% coursework.

- 1) 25% Song Analysis (750 words)
- 2) 75% Song Composition (3-5 minutes)

Preliminary Reading

Everett, W. (2008). 'Pitch down the middle', in *Expression in Pop-Rock Music*, ed. W. Everett (New York: Routledge), pp. 111-174.

Everett, W. (2009). *The Foundations of Rock: From Blue Suede Shoes to Suite: Judy Blue Eyes*. Oxford: Oxford University Press.

Please, F. (2001). *Modern Jazz Voicings: Arranging for Small and Medium Ensembles*. Boston, Mass.: Berklee Press

Tagg, P. (2009). *Everyday Tonality: Towards a Theory of What Most People Hear*. New York: Mass Media Music Scholars Press.

Pre-requisites

None

Restrictions

Co-requisite module: MU543/MUSC5045 Songwriting 2 (A)

Cannot be taken if already studied MU522 Songwriting 2

Synopsis *

Students will develop an understanding of the harmonic systems found in popular music, including standard chord progressions and their deformation through substitution; tonal/modal melodies and basslines; the relationship between words and music; and rhythmic, metric and stylistic conventions. Students will analyse key repertoires and styles. Examples will be taken from within and outside the 'mainstream' of popular music, and will enable students to develop a novel palette of harmonic and melodic devices that retain points of contact with a range of popular music traditions. During this module students will develop a 3-5 minute song composition through a series of workshops where they will receive feedback on their work in progress.

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MU545		Sound Design 2(A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Learning and Teaching Methods

Delivery of this module is by a two-hour practical workshop for ten weeks. In-class demonstrations will provide examples and exercises that students are expected to attempt.

In addition, students will also be offered individual feedback on their work during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Comprehend the means by which audio is manipulated in digital audio applications.
- 2) Use, adapt and create appropriate software for advanced sound production and processing techniques.
- 3) Work with appropriate programming techniques that are relevant to contemporary electronic music.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Generate, present and interpret appropriate data.
- 2) Develop innovative solutions to problems.
- 3) Demonstrate core skills in advanced problem solving.

Method of Assessment

This module will be assessed by 100% coursework.

50% Audio Software Assignment 1, inc. 250 written evaluation

50% Audio Software Assignment 2, inc. 250 written evaluation

In each of these assignments students will carry out a software-based sound design task that tests the relevant learning outcomes and results in 2-3 minutes of audio.

Preliminary Reading

Augoyard, J. & H. Torgue (2005). *Sonic Experience: a Guide to Everyday Sounds*. Montreal: McGill-Queen's University Press.

Cipriani, A. & M. Giri (2010). *Electronic Music and Sound Design: Theory and Practice with Max MSP (2 vols.)*. Rome: Contemponet.

Cox, C & D. Warner (eds.) (2007). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.

Puckette, M. (2007). *The Theory and Technique of Electronic Music*. London: World Scientific Publishing Co.

Roads, C. (1996). *The Computer Music Tutorial*. Cambridge, Mass.: MIT Press.

Winkler, T. (1998). *Composing Interactive Music: Techniques and Ideas Using Max*. Cambridge, Mass.: MIT Press.

Pre-requisites

MU316/MUSC4003 Sound Design 1

Restrictions

Cannot be taken if already studied MU616 Sound Design 2

Synopsis *

This module develops students' knowledge of Max MSP software through in-depth studies of programming methods in relation to digital audio signal processing and user interaction. Advanced audio design techniques and algorithm building will be explored, demonstrated and applied in specific musical contexts.

2022-23 Medway Module Handbook

MU546		Sound Design 2(B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Delivery of this module is by a two-hour practical workshop for ten weeks. In-class demonstrations will provide examples and exercises that students are expected to attempt.

In addition, students will also be offered individual feedback on their work during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Use, adapt and create appropriate software for advanced audio related tasks.
- 2) Understand the software development process, including critical evaluation of work in progress.
- 3) Make informed choices and use appropriate advanced techniques and production methods in order to create audio / sound design for a particular audience or application.
- 4) Develop user interfaces that allow meaningful interaction between a user and the software.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Generate, present and interpret appropriate data.
- 2) Develop innovative solutions to problems.
- 3) Demonstrate core skills in advanced problem solving.

Method of Assessment

This module will be assessed by 100% coursework.

100% Software Design Task, including a written evaluation of 500 words.

Students will design a standalone sound design application and associated user interface and produce 2 minutes of audio showcasing the features of the application.

Preliminary Reading

Augoyard, J. & H. Torgue (2005). *Sonic Experience: a Guide to Everyday Sounds*. Montreal: McGill-Queen's University Press.

Cipriani, A. & M. Giri (2010). *Electronic Music and Sound Design: Theory and Practice with Max MSP (2 vols.)*. Rome: Contemponet.

Cox, C & D. Warner (eds.) (2007). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.

Puckette, M. (2007). *The Theory and Technique of Electronic Music*. London: World Scientific Publishing Co.

Roads, C. (1996). *The Computer Music Tutorial*. Cambridge, Mass.: MIT Press.

Winkler, T. (1998). *Composing Interactive Music: Techniques and Ideas Using Max*. Cambridge, Mass.: MIT Press.

Pre-requisites

Mu316/MUSC4003 Sound Design 1

Restrictions

Cannot be taken if already studied MU616 Sound Design 2

Synopsis *

In this module students will learn strategies for the design of sound-making software applications, through the study of music-related user interfaces, complex algorithms, networking, and sound spatialisation control. Techniques for adaptive music, as used in video games, will also be explored. Students will develop a greater understanding of the current applications of technology to sound production, and they will gain confidence in building usable, efficient, and creative software for musical purposes.

2022-23 Medway Module Handbook

MU548		Acoustics and Psychoacoustics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour seminar for 10 weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

In addition, students will also be offered individual feedback on their work during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Understand advanced psychoacoustic concepts and theories.
- 2) Discuss contemporary research in the field of psychoacoustics and sound perception.
- 3) Develop, research and evaluate an independent piece of work on psychoacoustics and sound perception, with an understanding of the influences of previous research and publications.

The intended generic learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Use printed and online access to appropriate resources.
- 2) Deliver a timely, well-referenced and high quality piece of work.
- 3) Demonstrate core skills including time management and task prioritisation.

Method of Assessment

This module will be assessed by 100% coursework.

Research Project (2500 words), 100%

Students carry out a research project into a pre-agreed area of acoustics or psychoacoustics using a method of research appropriate to the subject area being studied.

Preliminary Reading

Bregman, A.S. (1990). Auditory Scene Analysis: The Perceptual Organization of Sound. Cambridge, Mass.: MIT Press.

Deutsch, D. (2012). Psychology of Music (3rd edition). Waltham, Mass.: Academic Press.

Handel, S. (1987). Listening: An Introduction to the Perception of Auditory Events. Cambridge, Mass.: MIT Press.

Pre-requisites

None

Restrictions

Co-requisite module: MU547/MUSC5025 Acoustics

Cannot be taken if already studied MU515/516 Advanced Acoustics and Psychoacoustics

Synopsis *

This module examines the physiological and the perceptual, and forges a link between these two frames of reference, looking at how auditory perceptions arise. It explores processes involved in the organisation of sonic sensations into meaningful percepts, providing both a theoretical and an empirical support to the understanding of how humans interpret and respond to sound and sound structures. Students will be encouraged to develop projects that relate their personal interest in sound and music to the areas of psychoacoustics, and to discuss interrelations with acoustics taught mainly through the pre/co-requisite module.

2022-23 Medway Module Handbook

MU549 Cinema for the Ears: Composing with Sound						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	I	15 (7.5)	100% Coursework	

Availability

Limited to 30 places between MUSC5026 & MUSC6026

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Recognise and comment on significant developments within the field of electronic, electroacoustic, and computer-based composition.
- 2) Demonstrate an awareness of the contribution older technologies have made in the development of electronic music and the historical context in which these developments have taken place.
- 3) Work creatively with sound utilising some of the latest technology.

The intended generic learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Generate, analyse, present and interpret appropriate data.
- 2) Demonstrate core skills such as problem solving and decoding information.
- 3) Manage resources and time effectively and organise tasks.

Method of Assessment

Portfolio containing Audio Exercises and a 2 ½ -min Miniature Stereo Composition with 600 words written report, 100%

The audio exercises will consist of a series of short practical assignments based around the musical/audio principles taught in the module.

Preliminary Reading

Emmerson, S. (1986). *The Language of Electroacoustic Music*. London: Palgrave Macmillan.

Landy, L. (2007). *Understanding the Art of Sound Organisation*. MASS.: MIT Press.

Smalley, D. (1997). 'Spectromorphology: explaining sound-shapes'. *Organised Sound*, Vol. 2, pp. 107-126.

Wishart, T. (1996). *On Sonic Art*. Reading: Harwood Academic Publishers.

Pre-requisites

Either MU326/MUSC4009 Acoustic Communication and Sound-Making or MU313/MUSC4000 Audio Technologies 1.

Restrictions

Cannot be taken if already studied MU528/620 Cinema for the Ears: Composing with Sound and Space.

Synopsis *

This module will explore sound-based music composition and analysis, including the work of significant electroacoustic composers and will be taught through a series of interactive seminars. Students will study both the aesthetics and technology of sound-based music, and they will be led to produce creative pieces of work that explore the rich potential offered by sound processing and arranging techniques.

2022-23 Medway Module Handbook

MU550 Cinema for the Ears: Composing with Space						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Limited to 30 places between MUSC5027 & MUSC6027

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 6 students will also be able to:

- 4) Recognise, evaluate and demonstrate a critical awareness of significant developments within the field of multichannel electroacoustic, and computer-based composition.
- 5) Demonstrate an advanced understanding of sound spatialisation developments and be familiar with suitable methods working in a variety of multi-loudspeaker formats.
- 6) Produce advanced creative work that uses the latest sound spatialisation technologies.

The intended generic learning outcomes.

On successfully completing the module Level 6 students will be able to:

- 4) Generate, analyse, present, interpret and synthesise appropriate data.
- 5) Demonstrate advanced problem solving skills, decoding information from a variety of sources.
- 6) Demonstrate independent learning, managing resources and time effectively and prioritising tasks.

Method of Assessment

Multi-channel Composition, c. 5 minutes, plus 250-word written report, 100%

Preliminary Reading

Blessner, B. and Salter, L.-R. (2007). *Spaces Speak, Are You Listening? Experiencing Aural Architecture*. Cambridge, Massachusetts: MIT Press.

Ewan S. and K. Lauke (2010). 'Music, Space and Theatre: Site-specific approaches to multichannel spatialisation'. *Organised Sound*, 15(3), 251-9.

Landy, L. (2012). *Making Music with Sounds*. NY: Routledge.

Smalley, D. (2007). 'Space-form and the Acousmatic Image'. *Organised Sound*, 12(1), 35-58.

Truax, B. (1998). 'Composition and diffusion: Space in sound in space' in *Organised Sound*, Vol. 3(2); pp. 141-146.

Pre-requisites

None

Restrictions

Co-requisite module: MU549/MUSC5026 Cinema for the Ears (A): Composing with Sound.

Cannot be taken if already studied MU528/620 Cinema for the Ears: Composing with Sound and Space.

Synopsis *

This module will explore spatial sound, multi-loudspeaker and surround sound formats, including an outline of the developments of spatial sound music and the work of significant electroacoustic composers. Students will study both the aesthetics and technology of multi-loudspeaker music, including stereo diffusion techniques, large sound distribution systems and multichannel sound installations. Students will be led to produce creative pieces of work that explore the rich potential offered by sound spatialisation techniques.

2022-23 Medway Module Handbook

MU551 Ensemble Performance (A)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Each week students will be expected to carry out extensive preparation for the workshop. They will be provided with a part and will be expected to learn all or a substantial part of it each week. Students will also independently arrange at least one group rehearsal each week. In the workshops students will be challenged to rehearse systematically and with sensitivity to other members of the ensemble or band in order to bring a work or a substantial part of a work close to performance standard by the end of each workshop. The total workload is 150 hours including two-hours of contact time each week. Students will need to practice either in preparation for an ensemble/band rehearsal or with their ensemble/band for around two hours each day. All students are also expected to take a leading role in extra-curricular activities outside of formal classes to supplement their work in this module.

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 1) Demonstrate a critical understanding of the small ensemble or small band repertoire pertaining to their principal instrument of study through their knowledge of well-established performance conventions in the context of ensemble work.
- 2) Shape even technically demanding passages of an intermediate standard confidently and accurately in the context of ensemble work.
- 3) Demonstrate an intermediate level of skill on their principal instrument of study in the context of chamber or small band performance, in areas such as communication, production of coherent dynamics and tempo shaping.
- 4) Establish a rigorous ensemble practice and rehearsal regime that allows them to establish important considerations such as the role of each part, important details of particular parts and passages that need additional rehearsal,

The intended generic learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques.
- 2) Deliver work to a given length, format, brief and deadline.
- 3) Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

This module will be assessed by 100% coursework.

- 70% Ensemble Performance

Students will be assessed over a series of group performances with a total performance time of 20-26 minutes.

- 20% Practice and Rehearsal Diary, 1000 words

- 10% Workshop Contribution

Preliminary Reading

Baron, J. (2010). *Chamber Music: A Research and Information Guide*. London: Routledge.

Hinson, M, & Roberts, W. (2006). *The Piano in Chamber Ensemble: An Annotated Guide*. Bloomington: Indiana University Press.

Moore, A. (2001). *Rock: The Primary Text: Towards a Musicology of Rock*. Aldershot: Ashgate.

Stephenson, K. (2002). *What to Listen for in Rock*. London: Yale University Press.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU532/622 Ensemble Performance

Synopsis *

The module will focus upon ensemble performance skills and will allow students to develop their understanding of their principal instrument of study in the context of small ensemble or band performances. Students will be expected to develop a thorough understanding of key aspects of ensemble performance such as the importance of shaping passages as a group, communicating throughout a performance, and maintaining a coherent approach to dynamics and tempo changes. They will also begin to consider how to recognise and appreciate the approach of other musicians with an ear for details and articulation, details that will differ from one performance to the next. Regular workshops will be the primary mode of delivery and students will be challenged throughout the course to prepare more effectively for workshop rehearsals and to make use of rehearsal time that is evermore effective.

2022-23 Medway Module Handbook

MU552		Ensemble Performance (B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Each week students will be expected to carry out extensive preparation for the workshop. They will be provided with a part and will be expected to learn all or a substantial part of it each week. Students will also independently arrange at least one group rehearsal each week. In the workshops students will be challenged to rehearse systematically and with sensitivity to other members of the ensemble or band in order to bring a work or a substantial part of a work close to performance standard by the end of each workshop. The total workload is 150 hours including two-hours of contact time each week. Students will need to practice either in preparation for an ensemble/band rehearsal or with their ensemble/band for around two hours each day. All students are also expected to take a leading role in extra-curricular activities outside of formal classes to supplement their work in this module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 5 module students will be able to:

- 1) Demonstrate a critical level of skill on their principal instrument of study in the context of chamber or small band performance, in areas such as sensitivity to balance, parity of phrasing between parts and responsiveness to details of articulation.
- 2) Communicate music in small-group contexts with an intermediate level of musicianship, technique and stylistic language thereby showing an appreciation of overall shape, phrase structure and nuance of articulation in such contexts.
- 3) Establish a rigorous ensemble practice and rehearsal regime that allows them to establish important considerations such as the expressive approaches to key points in a song or work, and ways of effectively articulating the overall shape of a work or song.

The intended generic learning outcomes.

On successfully completing the level 5 module students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques.
- 2) Deliver work to a given length, format, brief and deadline.
- 3) Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

This module will be assessed by 100% coursework.

- 70% Ensemble Performance
Students will be assessed over a series of group performances with a total performance time of 20-26 minutes.
- 20% Practice and Rehearsal Diary, 1000 words
- 10% Workshop Contribution

Preliminary Reading

Baron, J. (2010). *Chamber Music: A Research and Information Guide*. London: Routledge.

Hinson, M, & Roberts, W. (2006). *The Piano in Chamber Ensemble: An Annotated Guide*. Bloomington: Indiana University Press.

Moore, A. (2001). *Rock: The Primary Text: Towards a Musicology of Rock*. Aldershot: Ashgate.

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

Stephenson, K. (2002). *What to Listen for in Rock*. London: Yale University Press.

Williamon, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

None

Restrictions

Co-requisite module: MU551/MUSC5039 Ensemble Performance (A)

Cannot be taken if already studied MU532/622 Ensemble Performance

Synopsis *

The module will build on skills and understanding developed in the prerequisite module Ensemble Performance A and will allow students to develop further their understanding of their principal instrument of study in the context of small ensemble or band performances. Students will be expected to develop a thorough understanding of key aspects of ensemble performance such as approaches to balance, parity of phrasing and responsiveness to details of articulation; they will also be expected to develop a far more thorough understanding of the details of and interaction between the parts of a song or work. They will also develop far greater skill in responding sensitively to other musicians with an ear for details and articulation and pitch nuance, details that will differ from one performance to the next. Regular workshops will be the primary mode of delivery and students will be challenged throughout the course to prepare more effectively for workshop rehearsals and to make use of rehearsal time that is evermore effective.

2022-23 Medway Module Handbook

MU553 Introduction to Music in Education						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 5 module students will be able to:

- 1) Appreciate a range of approaches to learning, teaching and assessing musical subjects across the broad education spectrum.
- 2) Demonstrate knowledge of how these approaches relate to HE practice.
- 3) Reflect on appropriate teaching skills for a given situation.
- 4) Appreciate the diverse roles technology plays within the education sector, as a means of creative engagement and assistance with teaching.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Assimilate and communicate new concepts and situations appropriately.
- 2) Appreciate the importance of managing time and preparing materials to achieve a successful outcome.
- 3) Be self-reflective and evaluate the performance of themselves against intended goals.

Method of Assessment

A 15-minute Practical Teaching Session (50%) with a 1500-word Reflective Narrative (50%).

Students will prepare, deliver and reflect upon a 15-minute practical teaching session, which will be supported and set within controlled conditions aimed at a predetermined audience of either pupils at a school/college or a community group.

Preliminary Reading

Booth, E. (2009). *The Music Teaching Artist's Bible*, Oxford: OUP.

Elliott, D.J. (1995). *Music Matters: A New Philosophy*, Oxford: OUP.

Hallam, S. (1998). *Instrumental Teaching: A Practical Guide to Better Teaching and Learning*, Oxford: Heinemann.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU618/619 Music in Education

Synopsis ***/**

This module examines the way music and related subjects are taught in formal environments such as schools, colleges and elsewhere. It gives an overview of general educational theories covering learning, teaching and assessment and considers how these might apply to musical topics. It considers the range of methodologies that may be employed to teach diverse musical topics including factual subjects, musical performance and composition, and the development of critical listening, software and hardware skills. An overview is given of practical considerations such as lesson planning and contextually-informed reflective practice.

2022-23 Medway Module Handbook

MU554		Music Education in Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Limited to 20 places between MUSC5038 & MUSC6038

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks, with approximately 4 hours of placement time in a school or college:

Total Seminar Hours: 20

Placement workshop hours: 4

Independent Study Hours: 126

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 5 module students will be able to:

- 1) Appreciate the practical application of approaches to learning, teaching and assessing musical subjects across the broad education spectrum.
- 2) Apply and reflect on appropriate teaching skills for a given situation.
- 3) Apply music technology within with in an educational setting, as a means of creative engagement and assistance with teaching.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Assimilate and communicate new concepts and situations appropriately.
- 2) Appreciate the importance of managing time and preparing materials to achieve a successful outcome.
- 3) Be self-reflective and evaluate the performance of themselves against intended goals.

Method of Assessment

A 3000-word Project Reflective Evaluation (100%).

Students will prepare, deliver and reflect upon a series of practical workshops aimed at an audience of either pupils at a school/college or a community group.

Preliminary Reading

Hallam, S. (1998). *Instrumental Teaching: A Practical Guide to Better Teaching and Learning*, Oxford: Heinemann.

Moser, P. & McKay, G. eds. (2005). *Community Music – A Handbook*, Lyme Regis: Russell House.

Peggie, A. (1997). *Musicians go to School: Partnership in the Classroom*, London: London Arts Board.

Wallace, D. (2007). *Reaching Out: a Musician's Guide to Interactive Performance*, Columbus, OH: McGraw Hill.

Pre-requisites

None

Restrictions

Co-requisite module: MU553/MUSC5028 Introduction to Music in Education

Cannot be taken if already studied MU618/619 Music in Education

Synopsis *

This practice-led module focuses on how music is delivered in formal educational environments such as schools, colleges and elsewhere. It explores how general educational theories can be best applied in practical situations, covering learning, teaching and assessment. Students will participate in short workshops with schools, colleges or community groups in order to develop their practical skills in these areas. Students will discuss their workshop plans with the lecturer(s) before their visit and with the teacher or contact at the school/college/community group during their visit.

The module is assessed through students preparing, delivering and reflecting upon a 15-minute practical teaching session aimed at an audience of either pupils at a local school/college or a local community group.

2022-23 Medway Module Handbook

MU555		Popular and World Music (A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Learning and Teaching Methods

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

There will also be opportunity for individual feedback tutorials on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Demonstrate an understanding of the relationship between Western popular music styles and music of folk and non-Western origin.
- 2) Analyse and critically evaluate popular music with reference to the specific cultural origins of musical components.
- 3) Demonstrate an understanding of key issues in the study of popular and world music such as otherness, diaspora and hybridity.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Prepare work using IT skills, including use of online and electronic information sources.
- 2) Prioritise tasks and manage time and resources effectively.
- 3) Demonstrate flexibility of thought and an ability to understand alternative points of view.

Method of Assessment

This module will be assessed by 100% coursework.

Essay, 3000 words 100%

Preliminary Reading

Bennett, A. (2001). *Cultures of Popular Music*. Maidenhead: Open University Press.

Frith, S. (2000). 'The Discourse of World Music' in Born, G. and Hesmondhalgh, D. eds. *Western Music and Its Others*.

Berkeley: University of California Press.

Manuel, P. (1988). *Popular Musics of the Non-Western World*. Oxford: Oxford University Press. Chapter 1: 'Perspectives on the Study of Non-Western Popular Musics'

Taylor, T. D. (1997). *Global Pop: World Music, World Markets*. London: Routledge. Chapter 1: 'Popular Musics and Globalization', pp. 1-38.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU520/526 Popular and World Music

2022-23 Medway Module Handbook

MU556 Popular and World Music (B)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

There will also be opportunity for individual feedback tutorials on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Demonstrate an understanding of the relationship between Western popular music and the idea of world music.
- 2) Discuss the notion of world music, its meanings and its discursive significance in relation to prominent scholarship in the field of popular music studies and/or ethnomusicology.
- 3) Demonstrate an understanding of key issues in the study of popular and world music such as authenticity, postmodernity and emic vs. etic distinctions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Prepare work using IT skills, including use of online and electronic information sources.
- 2) Prioritise tasks and manage time and resources effectively.
- 3) Demonstrate flexibility of thought and an ability to understand alternative points of view.

Method of Assessment

This module will be assessed by 100% coursework.

Essay, 3000 words 100%

Preliminary Reading

Bennett, A. (2001). *Cultures of Popular Music*. Maidenhead: Open University Press.

Bohlman, P. V. (2002). *World Music: A Very Short Introduction*. Oxford: Oxford University Press.

Frith, S. (2000). 'The Discourse of World Music' in Born, G. and Hesmondhalgh, D. eds. *Western Music and Its Others*. Berkeley: University of California Press.

Laing, D. (2008). 'World Music and the Global Music Industry: Flows, Corporations and Networks'. *Popular Music History*, 3(3), 213-231.

Taylor, T. D. (2007). *Beyond Exoticism: Western Music and the World*. Durham: Duke University Press.

Waxer, L. (2002). 'Locating Salsa: Latin Music at the Crossroads'. In Waxer, L. ed. *Situating Salsa: Global Markets and Local Meaning in Latin Popular Music*, London: Routledge.

Pre-requisites

None

Restrictions

Co-requisite module: MU555/MUSC5035 Popular and World Music (A)

Cannot be taken if already studied MU520/526 Popular and World Music

2022-23 Medway Module Handbook

MU557 Audio Electronics (A)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

The lectures will deliver key technical theory and present case studies of equipment and its uses. The seminars will explore issues in more detail and provide students with guidance for their own research and independent learning. There will be at least one opportunity for individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Demonstrate knowledge and critical understanding of well-established principles and processes in analogue audio electronics.
- 2) Apply equations to solve problems within the field of audio electronics.
- 3) Recognise industry-standard measurements within the field of audio electronics and demonstrate an understanding of them in different contexts.

The intended generic learning outcomes.

On successfully completing the module Level 5 students will be able to:

- 1) Manage resources and time effectively and be able to organize and prioritize tasks.
- 2) Solve problems, reacting to new situations and decoding relevant information.
- 3) Deliver work to a given length, format, brief and deadline.

Method of Assessment

This module will be assessed by 100% coursework.

- 40% Portfolio of Theory Exercises

Students will carry out a series of short theory assignments based around the audio electronics principles taught in the module.

- 60% Technical Report, 1500 words

Preliminary Reading

Hood, J. (1998). Audio Electronics. Oxford: Butterworth-Heinemann.

Intellin Organisation (2008). Electronic Audio Circuits Source Book. New York: Intellin.

Reiss, A. & McPherson, A. (2013). Audio Effects: Theory, Implementation and Application. London: Taylor Francis.

Slone, G. R. (2001). Audiophile's Project Sourcebook: 80 High-performance Audio Electronics Projects. New York: McGraw-Hill.

Pre-requisites

None

Restrictions

None

Synopsis *

This module introduces students to the key principals and processes in the field of analogue audio electronics. Students will systematically study the foundations of audio electronics (e.g. simple circuits and ohms law through to capacitance, inductance impedance) and go on to apply this knowledge to more sophisticated circuitry and components (e.g. filters, transformers, amplifiers and equalisation units). Once students have developed a solid understanding of key principals they will go on to investigate and evaluate the use of circuitry in the audio technology industry. Students will become familiar with standard approaches to equipment specifications and learn to evaluate equipment with reference to sophisticated parameters and measurements

2022-23 Medway Module Handbook

MU558		Audio Electronics (B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

The workshops will explore practical issues in detail and technical instruction will be given in order to provide students with guidance for their own research and independent learning. There will be at least one opportunity for individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 5 module students will be able to:

- 1) Demonstrate knowledge and critical understanding of well-established principles and processes in analogue audio electronics.
- 2) Apply an understanding of audio electronics to solve practical problems.
- 3) Build, test and evaluate audio electronic hardware.

The intended generic learning outcomes.

On successfully completing the level 5 module students will be able to:

- 1) Manage resources and time effectively.
- 2) Solve practical problems with reference to appropriate principles and ideas.
- 3) Produce work in response to a brief and meet deadlines.

Method of Assessment

This module will be assessed by 100% coursework.

- 80% Practical Hardware Project

Students will carry out a practical project to design and build a piece of audio electronics hardware.

- 20% 15-minute Demonstration of Practical Hardware Project

Preliminary Reading

Hood, J. (1998). Audio Electronics. Oxford: Butterworth-Heinemann.

Intellin Organisation (2008). Electronic Audio Circuits Source Book. New York: Intellin.

Reiss, A. & McPherson, A. (2013). Audio Effects: Theory, Implementation and Application. London: Taylor Francis.

Scherz, P. & Monk, S. (2013). Practical Electronics for Inventors, 3rd Edition. New York: McGraw-Hill.

Self, D. (2013). Audio Power Amplifier Design. Burlington: Focal.

Slone, G. R. (2001). Audiophile's Project Sourcebook: 80 High-performance Audio Electronics Projects. New York: McGraw-Hill.

Pre-requisites

None

Restrictions

Co-requisite module: MU557/MUSC5029 Audio Electronics (A)

Synopsis *

This module allows students to develop and apply their understanding of key principals and processes in the field of analogue audio electronics. In the co-requisite module Audio Electronics A, students will have studied the foundations of audio electronics (e.g. simple circuits and ohms law through to capacitance, inductance impedance) and gone on to apply this knowledge to more sophisticated circuitry and components (e.g. filters, transformers, amplifiers and equalisation units). In this module, students will consolidate and deepen their understanding of audio electronics through the completion of a practical project. This project will involve some hardware construction and will allow students to gain a more pragmatic grasp of the challenges and opportunities afforded by this field. Students will also have opportunities to draw in digital processes and technologies.

2022-23 Medway Module Handbook

MU600		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

At the beginning of the module, each student formulates a proposal which is submitted for review by academic staff. Students are then allocated a specialist tutor, who monitors their progress and helps to oversee the development of the work. This is done through individual and group tutorials. A series of 5 lectures will cover topics such as critical thinking, research skills and writing style in order to provide further support for the students during the module.

Lectures: 5 one-hour lectures

Tutorials (individual and group): 3 hours in total

Contact hours: 8

Private hours: 292

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an in-depth knowledge of one specialist area.
- 2 Select and employ appropriate research methods to gather information.
- 3 Analyse and critically evaluate research findings, forming relevant and meaningful conclusions in the chosen field of study.
- 4 Produce a detailed academic dissertation, which includes appropriate specialist terminology, clear presentation and correct referencing of sources.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an ability to work on a large-scale piece of work over an extended period of time.
- 2 Engage in critical self-reflection and evaluation of work in progress.
- 3 Communicate effectively using formal language.

Method of Assessment

Dissertation Draft Plan (1500 words) plus annotated bibliography: 20%

Dissertation (6000 words): 80%

Preliminary Reading

Tutors will guide each student to relevant resources for their chosen topic. In addition, the following general texts are recommended:

Baxter, L., Hughes, C. and Tight, M. (1996) *How To Research*. Buckingham: Open University.

Bell, J. (1999) *Doing Your Research Project* (3rd edition). Buckingham: Open University.

Denscombe, M. (1998) *The Good Research Guide*. Buckingham: Open University.

Rudestam, K. and Newton, R. (1992) *Surviving Your Dissertation: A Comprehensive Guide To Content And Process*. London: Sage.

Pre-requisites

None

Restrictions

None

Synopsis *

This module takes the form of an individual research study. Students will choose an area of study in conjunction with a tutor, who will oversee the development of the dissertation.

2022-23 Medway Module Handbook

MU602		Individual Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	

Contact Hours

The total study hours for this module are 300, most of which are made up of personal or guided study hours. At the beginning of the module, there are timetabled workshops which offer general guidance on the project (relating to Learning Outcomes 2, 3, and 5). During this time, students are required to formulate a proposal, which is then submitted for review by academic staff who assign an appropriate tutor for the project. Staff-led seminar groups run throughout both terms, where students can engage in peer evaluation and comment on work in progress (relating to Learning Outcomes 4, 6 and 7). Individual tutorials help to guide students in the final stages of the project. Average contact time is 2 hours per week over terms 1 and 2.

Learning Outcomes

11. The intended subject specific learning outcomes

On successful completion of the module, students will:

1. Demonstrate a specialist, working knowledge of one practical area relating to music or music technology
2. Formulate and articulate a practical project relating to music or music technology
3. Select and employ appropriate research methods to gather information
4. Analyse and critically evaluate research findings, placing the student's own work in context
5. Produce a substantial piece of practical work which utilises

12. The intended generic learning outcomes

1. Demonstrate an ability to work on a large-scale piece of work over an extended period of time
2. Be able to engage in critical self-reflection and evaluation of work in progress and respond positively to the critical insights of others
3. Be able to prioritise tasks and manage time and resources effectively

Method of Assessment

- 1) Project work with critical, contextualising document (1500 words) – 100%

The project can take a variety of forms. If composition, a 10-15 minute piece is usually expected. For songwriting projects that use repetitive structures of popular music, approximately 8 songs (c. 30 minutes). For sound design and foley work for existing film/video, a portfolio of 30 minutes. For original audio-visual work, 10-15 minutes. For sound installations or audio programming assignments, students will be guided by their tutor to produce work that represents 300 hours of advanced, detailed work using appropriate techniques. Projects may combine different elements together, in which cases the precise nature of the output will be negotiated with the tutor.

Pre-requisites

None

Restrictions

None

2022-23 Medway Module Handbook

MU617		The Music Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Delivery of this module is by lectures, practical workshops, and assessed assignments. The total workload is 300 hours. Lectures and workshops will typically take up two hours per week over two terms (20 one-hour lectures and 20 one-hour workshops). Students will also be provided with directed background reading and practical exercises to supplement material covered in lectures. The lectures and workshops provide students with the necessary skills and principles to not only successfully complete this module but also establish a common understanding and knowledge base for work after university.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate professional duties and responsibilities with regard to key issues such as working with a client and responding to commissioning briefs, music industry legislation, intellectual property and mechanical copyright.
- 2) Demonstrate familiarity with the varied and changing nature of music and arts organisations including concepts around programming and curatorial practices and the effects of new technologies.
- 3) Demonstrate knowledge of various funding models for music and the arts.
- 4) Demonstrate a personal practice that shows an awareness of current critical approaches to music and sound art as well as theories around performance practice and listenership/spectatorship.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Communicate and interact with others particularly in analysing, interpreting and presenting relevant information.
- 2) Demonstrate the ability to utilise appropriate use of technology for information gathering, research and presentation purposes.
- 3) Demonstrate problem-solving skills and the ability to manage time and resources effectively.

Method of Assessment

Studio Project (plus accompanying 300-word written document): 60%

Individual Commentary (1,000 – 1,500 words, plus any audio-visual materials) on a collaborative project: 40%

Preliminary Reading

Baker, B. (2013). *Guerrilla music marketing handbook: 201 self -promotion ideas for songwriters, musicians and bands on a budget*. St. Louis, MO: Spotlight Publications.

Dann, A. and Underwood, J. (2003). *How to succeed in the music business*. London: Omnibus.

King, M. and Feist, J. (2009). *Music marketing: press, promotion, distribution, and retail*. Boston, Mass.; Milwaukee, Wis.: Berklee Press ; Distributed by Hal Leonard.

Wikström, P. (2013). *The music industry: music in the cloud 2nd Edition*. Cambridge: Polity Press.

Waelde, C. (2014). *Contemporary intellectual property: law and policy*. Oxford: Oxford University Press.

Pre-requisites

None

Restrictions

None

2022-23 Medway Module Handbook

MU621		Technology in Performance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Delivery of this module is by lectures (11.2, 11.3, 11.4), demonstrations (11.1, 11.2) and performance workshops (11.1, 11.3, 11.4, 12.1, 12.2). The total workload is 300 hours including approximately 2 hours staff contact time per week over two terms. Students are expected to supplement staff contact time by independently researching historical and contextual information using recommended reading and electronic resources, and by developing their skills in group performance. Students will be encouraged to form ensembles within their class, and practice with their ensemble regularly. Students are also introduced to the audio computer workstations as a tool for performance.

Learning Outcomes

11. The intended subject specific learning outcomes

On successful completion of the module students will:

- 1) Have demonstrated an understanding of concepts and techniques involved in producing musical performances with technology.
- 2) Be familiar with historical and theoretical perspectives on live electronic music, as well as the range of practical approaches to its creation.
- 3) Have demonstrated an understanding of factors impacting on live electronic music performance such as technology, performance planning and presentation.
- 4) Be competent in critically evaluating their own and others' live electronic music.

12. The intended generic learning outcomes

On successful completion of the module students will:

- 1) Be able to respond to criticism and suggestions in a positive manner while maintaining confidence in their own creative work.
- 2) Have developed the ability to work on a project over an extended period of time.
- 3) Be able to manage resources and time effectively and organise and prioritise tasks.
- 4) Have demonstrated flexibility of thought and be open to new and alternative thinking.
- 5) Demonstrate the ability to develop innovative solutions to problems

Method of Assessment

Performance with technology: 70% (11.1, 11.2, 11.3, 12.2, 12.3, 12.4)

Practice and rehearsal diary: 1,500 words: 20% (11.3, 12.2, 12.3, 12.4)

Ensemble workshop contribution: 10% (11.4, 12.1, 12.2)

Preliminary Reading

Chadabe, J. (1999). 'The Performer is Us', *Contemporary Music Review*, Vol.18(3), 25–30.

Collins, N. and J. d'Esquivan (2007). *Electronic Music*. Cambridge: Cambridge University Press.

Emmerson, S. (1991). 'Live Electronic Music in Britain: Three Case Studies'. *Contemporary Music Review* Vol. 6 (1), 179-95.

Emmerson, S. (2007). *Living Electronic Music*. Hampshire: Ashgate.

Overholt D., E. Berdahl and R. Hamilton (2011). 'Advancements in Actuated Musical Instruments'. *Organised Sound* Vol. 16(2), 154-65.

Rowe, R. (1999). 'The Aesthetics of Interactive Music Systems'. *Contemporary Music Review*, Vol.18 (3), 83–7.

Pre-requisites

None

Restrictions

None

Synopsis *

The module concentrates on the development of student's skills in performing with music technology, exploring live electronic music with a particular focus on recent developments in laptop music performance. The students will take part in music activities, including group performance. Topics include current use of various interfaces, combination of live instruments with electronic devices, and live processing. Students will develop their understanding of the role of technology in performance, their sensitivity to material introduced during performance by the group, and the interaction of live and processed musical elements.

2022-23 Medway Module Handbook

MU623		Songwriting 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 40
Independent Study Hours: 260
Total Study Hours: 300

Delivery of this module is by lectures, demonstrations and practical workshops and group musical activities (Learning outcomes 11.1, 11.2, 11.3, 11.4, 12.1, 12.2 and 12.3). The total workload is 300 hours including a 1 hour lecture and a 1 hour workshop per week over two terms. Instrumental and vocal practice is likely to be an important part of this module, when students develop their songwriting and arranging ideas in practical workshops. In addition to this, students are expected to supplement lectures by researching recent scholarship in popular music harmony including jazz harmony and guides to orchestration and pop and jazz arranging using the recommended reading.

Learning Outcomes

11. The intended subject specific learning outcomes

On successfully completing the module students will:

- 1) Have a detailed understanding of advanced technical concepts in writing and arranging popular music.
- 2) Have an awareness of advanced topics in music theory in areas such as tonality/modality, harmony and rhythm through the composition of sophisticated songs.
- 3) Be able to create original music using advanced songwriting techniques, shaping intricate details of a composition and demonstrating advanced levels of judgement pertaining to industry practices.
- 4) Be able to utilize musical instruments and related musical technologies to develop sophisticated musical material that demonstrates a strong grasp of style, genre and production conventions within the music industry.

12. The intended generic learning outcomes

On successfully completing the module students will:

- 1) Be able to use Information Technology in the preparation of work.
- 2) Be self-critical of work in progress, responding to the critical insights of others in order to develop a final piece of work.
- 3) Be able to prioritise tasks and manage time and resources effectively.

Method of Assessment

- Songwriting Portfolio, that draws upon two or more popular music genres and styles: 80% (11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3)
- Written Commentary, 1500 words: 20% (11.2 and 12.3)

Preliminary Reading

Capuzzo, G. (2004) 'Neo-Riemannian Theory and the Analysis of Pop-Rock Music'. *Music Theory Spectrum* 26 (2), pp. 177–200.

Levine, M. (1995) *The Jazz Theory Book*. Petaluma: Sher.

Please, F. (2001) *Modern Jazz Voicings: Arranging for Small and Medium Ensembles*, Boston, Mass: Berklee Press.

Rawlins, R. (2005) *Jazzology: The Encyclopaedia of Jazz Theory*. Milwaukee: Hal Leonard.

Tymoczko, D (2010) *A Geometry of Music: Harmony and Counterpoint in the Extended Common Practice*. New York: Oxford University Press

Pre-requisites

MU522 Songwriting 2 or MU525 Music Studies 2 or MU521 Composition, Orchestration and Arrangement, or MU543/MUSC5045 Songwriting 2 (A), or MU544/MUSC5046 Songwriting 2 (B), or MU533/MUSC5031 Orchestration and Arrangement, or MU534/MUSC5047 Composition Project.

Restrictions

None

2022-23 Medway Module Handbook

MU624		Acoustics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

In addition, students will also be offered individual feedback on their work during the course of the module.

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

- 1) Apply advanced acoustical concepts and theories to practical scenarios through empirical techniques.
- 2) Show a critical understanding of contemporary research in the field of acoustics.
- 3) Develop, research, implement and evaluate an independent, original piece of work on acoustics, which draws together and synthesises ideas and techniques from contemporary research and publications.

On successfully completing the module Level 6 students will be able to:

- 1) Analyse and interpret experimental data at a high level.
- 2) Use printed and online access to appropriate resources.
- 3) Deliver a timely, well-referenced and high quality piece of work.
- 4) Demonstrate core skills including time management, task prioritisation and independent learning.

Method of Assessment

This module will be assessed by 100% coursework.

- 1) Acoustical experiment exercise plus 1000-word written evaluation (80%)
Students conduct experiments and simulations to allow them to analyse, exemplify and discuss an acoustical phenomena.
- 2) Seminar Presentation (20 minutes) with 500 words related documentation (20%)

Level 6 students will be given more challenging tasks that draw on advanced research and techniques in order for them to demonstrate the higher learning outcomes.

Preliminary Reading

Augoyard, J. & H.Torgue (2005). *Sonic Experience - A guide to everyday sounds*. Montreal: McGill-Queen's University Press.

Berg, E. & Stork, D. (2004). *The Physics of Sound*. 3rd edition. Boston: Addison-Wesley.

Blessner, B. & Salter, L-R. (2007). *Spaces Speak, Are You Listening? Experiencing Aural Architecture*. Cambridge, Mass.: MIT Press.

Heller, E. J. (2013). *Why You Hear What You Hear - An experiential approach to sound, music and psychoacoustics*. Princeton: Princeton University Press.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU515/516 Advanced Acoustics and Psychacoustics or MU547/MUSC5029 Acoustics

Synopsis *

The module explores communication acoustics through an ecological perspective; sound generation and propagation, diffraction, reflection, reverberation, modal resonances and absorption, and related architectural acoustics issues; instruments, rooms and plates; and intensity, loudness, audio evaluation and experimental practice. The module looks at current and recent acoustical research, and means of accessing it through published papers, online and paper journals, and conference proceedings.

2022-23 Medway Module Handbook

MU625		Acoustics and Psychoacoustics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Learning and Teaching Methods

This module will be taught by means of a 2-hour seminar for 10 weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

In addition, students will also be offered individual feedback on their work during the course of the module

Learning Outcomes

On successfully completing the module Level 6 students will also be able to:

- 1) Understand advanced psychoacoustic concepts and theories and be able to offer critical analysis of these.
- 2) Show a critical understanding of contemporary research in the field of psychoacoustics and sound perception.
- 3) Develop, research and evaluate an independent, original piece of work on psychoacoustics and sound perception, which draws together and synthesises ideas and techniques from contemporary research and publications..

On successfully completing the module Level 6 students will be able to:

- 1) Use printed and online access to appropriate academic journals.
- 2) Deliver a timely, well-referenced and high quality piece of work.
- 3) Demonstrate core skills including time management, task prioritisation and independent learning.

Method of Assessment

This module will be assessed by 100% coursework.

Research Project (2500 words), 100%

Students carry out a research project into a pre-agreed area of acoustics or psychoacoustics using a method of research appropriate to the subject area being studied.

Level 6 students will be given more challenging tasks that draw on advanced research and techniques in order for them to demonstrate the higher learning outcomes.

Preliminary Reading

Bregman, A.S. (1990). Auditory Scene Analysis: The Perceptual Organization of Sound. Cambridge, Mass.: MIT Press.

Deutsch, D. (2012). Psychology of Music (3rd edition). Waltham, Mass.: Academic Press.

Handel, S. (1987). Listening: An Introduction to the Perception of Auditory Events. Cambridge, Mass.: MIT Press.

Pre-requisites

If you're not studying the co-requisite module MU624/MUSC6025: MU547/MUSC5025 Acoustics

Restrictions

Co-requisite module if you've not already passed the prerequisite module MU547/MUSC5025: MU624/MUSC6025 Acoustics

Cannot be taken if already studied MU515/516 Advanced Acoustics and Psychoacoustics or MU548/MUSC5037 Acoustics and Psychoacoustics

Synopsis *

This module examines the physiological and the perceptual, and forges a link between these two frames of reference, looking at how auditory perceptions arise. It explores processes involved in the organisation of sonic sensations into meaningful percepts, providing both a theoretical and an empirical support to the understanding of how humans interpret and respond to sound and sound structures. Students will be encouraged to develop projects that relate their personal interest in sound and music to the areas of psychoacoustics, and to discuss interrelations with acoustics taught mainly through the pre/co-requisite module.

2022-23 Medway Module Handbook

MU626	Cinema for the Ears(A):Composing with Sound					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
2	Medway	Autumn	H	15 (7.5)	100% Coursework	

Availability

Limited to 30 places between MUSC5026 & MUSC6026

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 6 students will also be able to:

- 4) Recognise, evaluate and demonstrate a critical awareness of significant developments within the field of electronic, electroacoustic, and computer-based composition.
- 5) Demonstrate an in-depth knowledge of the contribution older technologies have made in the development of electronic music and the historical context in which these developments have taken place.
- 6) Produce advanced creative work that uses the latest sound processing technologies.

The intended generic learning outcomes.

On successfully completing the module Level 6 students will be able to:

- 4) Generate, analyse, present, interpret and synthesise appropriate data.
- 5) Demonstrate advanced problem solving skills, decoding information from a variety of sources.
- 6) Demonstrate independent learning, managing resources and time effectively and prioritising tasks.

Method of Assessment

Portfolio containing Audio Exercises and a 2 ½ -min Miniature Stereo Composition with 600 words written report, 100%

The audio exercises will consist of a series of short practical assignments based around the musical/audio principles taught in the module.

Preliminary Reading

Emmerson, S. (1986). *The Language of Electroacoustic Music*. London: Palgrave Macmillan.

Landy, L. (2007). *Understanding the Art of Sound Organisation*. MASS.: MIT Press.

Smalley, D. (1997). 'Spectromorphology: explaining sound-shapes'. *Organised Sound*, Vol. 2, pp. 107-126.

Wishart, T. (1996). *On Sonic Art*. Reading: Harwood Academic Publishers.

Pre-requisites

MU326/MUSC4009 Acoustic Communication and Sound-Making or MU313/MUSC4000 Audio Technologies 1

Restrictions

Cannot be taken if already studied MU528/620 Cinema for the Ears: Composing with Sound and Space or MU549/MUSC5026 Cinema of the Ears: Composing with Sound

Synopsis *

This module will explore sound-based music composition and analysis, including the work of significant electroacoustic composers and will be taught through a series of interactive seminars. Students will study both the aesthetics and technology of sound-based music, and they will be led to produce creative pieces of work that explore the rich potential offered by sound processing and arranging techniques.

2022-23 Medway Module Handbook

MU627 Cinema for the Ears(B):Composing with Space						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	
2	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

Limited to 30 places between MUSC5027 & MUSC6027

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 6 students will also be able to:

- 1) Recognise, evaluate and demonstrate a critical awareness of significant developments within the field of multichannel electroacoustic, and computer-based composition.
- 2) Demonstrate an advanced understanding of sound spatialisation developments and be familiar with suitable methods working in a variety of multi-loudspeaker formats.
- 3) Produce advanced creative work that uses the latest sound spatialisation technologies.

The intended generic learning outcomes.

On successfully completing the module Level 6 students will be able to:

- 1) Generate, analyse, present, interpret and synthesise appropriate data.
- 2) Demonstrate advanced problem solving skills, decoding information from a variety of sources.
- 3) Demonstrate independent learning, managing resources and time effectively and prioritising tasks.

Method of Assessment

Multi-channel Composition, c. 5 minutes, plus 250-word written report, 100%

Preliminary Reading

Blessner, B. and Salter, L.-R. (2007). *Spaces Speak, Are You Listening? Experiencing Aural Architecture*. Cambridge, Massachusetts: MIT Press.

Ewan S. and K. Lauke (2010). 'Music, Space and Theatre: Site-specific approaches to multichannel spatialisation'. *Organised Sound*, 15(3), 251-9.

Landy, L. (2012). *Making Music with Sounds*. NY: Routledge.

Smalley, D. (2007). 'Space-form and the Acousmatic Image'. *Organised Sound*, 12(1), 35-58.

Truax, B. (1998). 'Composition and diffusion: Space in sound in space' in *Organised Sound*, Vol. 3(2); pp. 141-146.

Pre-requisites

If you're not studying the co-requisite module MU626/MUSC6026: MU549/MUSC5026 Cinema of the Ears: Composing with Space

Restrictions

Co-requisite module if you've not already passed the prerequisite module MU549/MUSC5026: MU626/MUSC6026 Cinema for the Ears: Composing with Sound.

Cannot be taken if already studied MU528/620 Cinema for the Ears: Composing with Sound and Space or MU550/MUSC5027 Cinema of the Ears: Composing with Space

2022-23 Medway Module Handbook

MU628		Ensemble Performance (A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

- 1) Demonstrate a systematic understanding of the small ensemble or small band repertoire pertaining to their principal instrument of study through their advanced scholarship of performance conventions in the context of ensemble work.
- 2) Shape even technically demanding passages of an advanced standard confidently and accurately in the context of ensemble work.
- 3) Demonstrate an advanced level of skill on their principal instrument of study in the context of chamber or small band performance, in areas such as communication, production of coherent dynamics and tempo shaping.
- 4) Establish a high quality rigorous ensemble practice and rehearsal regime that is critically reflective and allows them to establish and develop important considerations such as the role of each part, important details of particular parts and passages that need additional rehearsal.

On successfully completing the level 6 module students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques and reflecting upon their efficacy.
- 2) Deliver, with growing confidence, work that conforms to a given length, format and brief and within a given deadline.
- 3) Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

This module will be assessed by 100% coursework.

• 70% Ensemble Performance

Students will be assessed over a series of group performances with a total performance time of 20-26 minutes.

• 20% Practice and Rehearsal Diary, 1000 words

• 10% Workshop Contribution

Preliminary Reading

Baron, J. (2010). *Chamber Music: A Research and Information Guide*. London: Routledge.

Hinson, M, & Roberts, W. (2006). *The Piano in Chamber Ensemble: An Annotated Guide*. Bloomington: Indiana University Press.

Moore, A. (2001). *Rock: The Primary Text: Towards a Musicology of Rock*. Aldershot: Ashgate.

Stephenson, K. (2002). *What to Listen for in Rock*. London: Yale University Press.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU532/622 Ensemble Performance or MU551/MUSC5039 Ensemble Performance (A)

Synopsis *

The module will focus upon ensemble performance skills and will allow students to develop their understanding of their principal instrument of study in the context of small ensemble or band performances. Students will be expected to develop a thorough understanding of key aspects of ensemble performance such as the importance of shaping passages as a group, communicating throughout a performance, and maintaining a coherent approach to dynamics and tempo changes. They will also begin to consider how to recognise and appreciate the approach of other musicians with an ear for details and articulation, details that will differ from one performance to the next. Regular workshops will be the primary mode of delivery and students will be challenged throughout the course to prepare more effectively for workshop rehearsals and to make use of rehearsal time that is evermore effective.

2022-23 Medway Module Handbook

MU629		Ensemble Performance (B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Each week students will be expected to carry out extensive preparation for the workshop. They will be provided with a part and will be expected to learn all or a substantial part of it each week. Level 6 students will be allocated a more technically demanding part (e.g. Violin 1 rather than Violin 2). Students will also independently arrange at least one group rehearsal each week. In the workshops students will be challenged to rehearse systematically and with sensitivity to other members of the ensemble or band in order to bring a work or a substantial part of a work close to performance standard by the end of each workshop. Level 6 students are expected to exhibit greater leadership and insight than Level 5 students in this process and to demonstrate a more critical approach to the rehearsal process as a whole. The total workload is 150 hours including two-hours of contact time each week. Students will need to practice either in preparation for an ensemble/band rehearsal or with their ensemble/band for around two hours each day. All students are also expected to take a leading role in extra-curricular activities outside of formal classes to supplement their work in this module.

Learning Outcomes

On successfully completing the level 6 module students will be able to:

- 1) Demonstrate a systematic level of skill on their principal instrument of study in the context of chamber or small band performance, in areas such as sensitivity to balance, parity of phrasing between parts and responsiveness to details of articulation.
- 2) Communicate music in small-group contexts with an advanced level of musicianship, technique and stylistic language thereby showing a detailed appreciation of overall shape, phrase structure and nuance of articulation in such contexts.
- 3) Establish a high quality rigorous ensemble practice and rehearsal regime that is critically reflective and allows them to establish and develop important considerations such as the expressive approaches to key points in a song or work, and ways of effectively articulating the overall shape of a work or song.

On successfully completing the level 6 module students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques and reflecting upon their efficacy.
- 2) Deliver, with growing confidence, work that conforms to a given length, format and brief and within a given deadline.
- 3) Demonstrate flexibility of thought and an openness to new thinking.

Method of Assessment

This module will be assessed by 100% coursework.

- 70% Ensemble Performance

Students will be assessed over a series of group performances with a total performance time of 20-26 minutes.

- 20% Practice and Rehearsal Diary, 1000 words

- 10% Workshop Contribution

Preliminary Reading

Baron, J. (2010). *Chamber Music: A Research and Information Guide*. London: Routledge.

Hinson, M, & Roberts, W. (2006). *The Piano in Chamber Ensemble: An Annotated Guide*. Bloomington: Indiana University Press.

Moore, A. (2001). *Rock: The Primary Text: Towards a Musicology of Rock*. Aldershot: Ashgate.

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

Stephenson, K. (2002). *What to Listen for in Rock*. London: Yale University Press.

Williamon, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

Pre-requisites

None

Restrictions

Co-requisite module: MU628/MUSC6039 Ensemble Performance (A)

Cannot be taken if already studied MU532/622 Ensemble Performance or MU552/MUSC5040 Ensemble Performance (B)

Synopsis *

The module will build on skills and understanding developed in the prerequisite module Ensemble Performance A and will allow students to develop further their understanding of their principal instrument of study in the context of small ensemble or band performances. Students will be expected to develop a thorough understanding of key aspects of ensemble performance such as approaches to balance, parity of phrasing and responsiveness to details of articulation; they will also be expected to develop a far more thorough understanding of the details of and interaction between the parts of a song or work. They will also develop far greater skill in responding sensitively to other musicians with an ear for details and articulation and pitch nuance, details that will differ from one performance to the next. Regular workshops will be the primary mode of delivery and students will be challenged throughout the course to prepare more effectively for workshop rehearsals and to make use of rehearsal time that is evermore effective.

2022-23 Medway Module Handbook

MU630		Introduction to Music in Education				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1) Appreciate a range of approaches to learning, teaching and assessing musical subjects across the broad education spectrum, demonstrating specialist knowledge in some areas.
- 2) Demonstrate in-depth knowledge of how these approaches relate to HE practice.
- 3) Reflect critically on appropriate teaching skills for a given situation.
- 4) Evaluate and assess the diverse roles technology plays within the education sector, as a means of creative engagement and assistance with teaching.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Assimilate and communicate new concepts and situations appropriately.
- 2) Appreciate the importance of managing time and preparing materials to achieve a successful outcome.
- 3) Be self-reflective and evaluate the performance of themselves against intended goals.

Method of Assessment

A 15-minute Practical Teaching Session (50%) with a 1500-word Reflective Narrative (50%).

Students will prepare, deliver and reflect upon a 15-minute practical teaching session, which will be supported and set within controlled conditions aimed at a predetermined audience of either pupils at a school/college or a community group.

Preliminary Reading

Booth, E. (2009). *The Music Teaching Artist's Bible*, Oxford: OUP.

Elliott, D.J. (1995). *Music Matters: A New Philosophy*, Oxford: OUP.

Hallam, S. (1998). *Instrumental Teaching: A Practical Guide to Better Teaching and Learning*, Oxford: Heinemann.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU618/619 Music in Education or MU553/MUSC5031 Introduction to Music in Education

Synopsis **Synopsis**

This module examines the way music and related subjects are taught in formal environments such as schools, colleges and elsewhere. It gives an overview of general educational theories covering learning, teaching and assessment and considers how these might apply to musical topics. It considers the range of methodologies that may be employed to teach diverse musical topics including factual subjects, musical performance and composition, and the development of critical listening, software and hardware skills. An overview is given of practical considerations such as lesson planning and contextually-informed reflective practice.

2022-23 Medway Module Handbook

MU631		Music Education in Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

Limited to 20 places between MUSC5038 & MUSC6038

Contact Hours

This module will be taught by means of a 2-hour seminar for ten weeks, with approximately 4 hours of placement time in a school or college:

Total Seminar Hours: 20

Placement workshop hours: 4

Independent Study Hours: 126

Total Study Hours: 150

Students will be offered individual feedback on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1) Appreciate the practical application of approaches to learning, teaching and assessing musical subjects across the broad education spectrum, demonstrating specialist knowledge in some areas.
- 2) Apply and reflect critically on appropriate teaching skills for a given situation.
- 3) Evaluate, apply and assess the diverse roles music technology plays within the education sector, as a means of creative engagement and assistance with teaching.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Assimilate and communicate new concepts and situations appropriately.
- 2) Appreciate the importance of managing time and preparing materials to achieve a successful outcome.
- 3) Be self-reflective and evaluate the performance of themselves against intended goals.

Method of Assessment

A 3000-word Project Reflective Evaluation (100%).

Students will prepare, deliver and reflect upon a series of practical workshops aimed at an audience of either pupils at a school/college or a community group.

Preliminary Reading

Hallam, S. (1998). *Instrumental Teaching: A Practical Guide to Better Teaching and Learning*, Oxford: Heinemann.

Moser, P. & McKay, G. eds. (2005). *Community Music – A Handbook*, Lyme Regis: Russell House.

Peggie, A. (1997). *Musicians go to School: Partnership in the Classroom*, London: London Arts Board.

Wallace, D. (2007). *Reaching Out: a Musician's Guide to Interactive Performance*, Columbus, OH: McGraw Hill.

Pre-requisites

If you're not studying the co-requisite module MU630/MUSC6028: MU553/MUSC5028 Introduction to Music in Education

Restrictions

Co-requisite module if you've not already passed the prerequisite module MU553/MUSC5028: MU630/MUSC6028 Introduction to Music in Education

Cannot be taken if already studied MU618/619 Music in Education or MU554/MUSC5038

Synopsis *

This practice-led module focuses on how music is delivered in formal educational environments such as schools, colleges and elsewhere. It explores how general educational theories can be best applied in practical situations, covering learning, teaching and assessment. Students will participate in short workshops with schools, colleges or community groups in order to develop their practical skills in these areas. Students will discuss their workshop plans with the lecturer(s) before their visit and with the teacher or contact at the school/college/community group during their visit.

2022-23 Medway Module Handbook

MU632		Popular and World Music (A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

There will also be opportunity for individual feedback tutorials on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

.On successfully completing the module Level 6 students will be able to:

- 1) Demonstrate critical insight into the relationship between Western popular music styles and music of folk and non-Western origin.
- 2) Critically evaluate the notion of world music, its meanings and its discursive significance.
- 3) Demonstrate a critical understanding of key issues in the study of popular and world music such as otherness, diaspora and hybridity.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Prepare work using IT skills, including use of online and electronic information sources.
- 2) Prioritise tasks and manage time and resources effectively.
- 3) Demonstrate flexibility of thought and an ability to understand alternative points of view.

Method of Assessment

This module will be assessed by 100% coursework.

Essay, 3000 words 100%

Level 6 students will be given more challenging essay questions than Level 5 students, in order to allow them to demonstrate higher learning outcomes.

Preliminary Reading

Bennett, A. (2001). *Cultures of Popular Music*. Maidenhead: Open University Press.

Frith, S. (2000). 'The Discourse of World Music' in Born, G. and Hesmondhalgh, D. eds. *Western Music and Its Others*. Berkeley: University of California Press.

Manuel, P. (1988). *Popular Musics of the Non-Western World*. Oxford: Oxford University Press. Chapter 1: 'Perspectives on the Study of Non-Western Popular Musics'

Taylor, T. D. (1997). *Global Pop: World Music, World Markets*. London: Routledge. Chapter 1: 'Popular Musics and Globalization', pp. 1-38.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU520/526 Popular and World Music or MU555/MUSC5035 Popular and World Music (A)

Synopsis *

This module examines the intimate interconnection of Anglo-American popular music and music of folk and non-Western origin. Students will look in detail at the stylistic features of popular music and consider the role of music from places such as Africa, Asia and South America in their formation and development. The course will systematically introduce a number of key concepts in the study of popular and world music such as otherness, diaspora, hybridity, syncretism and creolisation.

2022-23 Medway Module Handbook

MU633		Popular and World Music (B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

There will also be opportunity for individual feedback tutorials on work in progress during the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 6 students will be able to:

- 1) Demonstrate critical insight into the relationship between Western popular music and the idea of world music.
- 2) Critically evaluate the notion of world music, its meanings and its discursive significance in relation to prominent scholarship in the field of popular music studies and/or ethnomusicology.
- 3) Demonstrate a critical understanding of key issues in the study of popular and world music such as authenticity, postmodernity and emic vs. etic distinctions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Prepare work using IT skills, including use of online and electronic information sources.
- 2) Prioritise tasks and manage time and resources effectively.
- 3) Demonstrate flexibility of thought and an ability to understand alternative points of view.

Method of Assessment

This module will be assessed by 100% coursework.

Essay, 3000 words 100%

Level 6 students will be given more challenging essay questions than Level 5 students, in order to allow them to demonstrate higher learning outcomes.

Pre-requisites

If you're not studying the co-requisite module MU632/MUSC6035: MU555/MUSC5035 Popular and World Music (A)

Restrictions

Co-requisite module if you've not already passed MU555/MUSC5035: MU632/MUSC6035 Popular and World Music (A)

Cannot be taken if already studied MU520/526 Popular and World Music or MU556/MUSC5036 Popular and World Music (B)

Synopsis *

This module builds on the insight and understanding developed in the module Popular and World Music A. Students will look in detail at the the notion of world music in relation to the development of comparative musicology and ethnomusicology and in relation to the concept of world music as a market category or genre field within the domain of Western popular music. The module will systematically introduce a number of key concepts in the study of popular and world music such as authenticity, postmodernity and emic vs. etic perspectives on music as cultural practice.

2022-23 Medway Module Handbook

MU634		Audio Electronics (A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 1-hour lecture and 1-hour seminar for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

The lectures will deliver key technical theory and present case studies of equipment and its uses. The seminars will explore issues in more detail and provide students with guidance for their own research and independent learning. There will be at least one opportunity for individual feedback on work in progress during the course of the module.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module Level 6 students will be able to:

- 1) Demonstrate a systematic understanding of key principles and processes in analogue audio electronics informed by the forefront of the discipline.
- 2) Apply sophisticated equations to solve problems and to consolidate and extend their knowledge of audio electronics.
- 3) Recognise industry-standard measurements within the field of audio electronics and demonstrate an informed and systematic understanding of them in different contexts.

On successfully completing the module Level 6 students will be able to:

- 1) Manage resources and time effectively and be able to organize and prioritize complex tasks.
- 2) Solve complex problems, reacting to new situations and decoding complex information.
- 3) Deliver, with growing confidence, work that conforms to a given length, format and brief and within a given deadline.

Method of Assessment

This module will be assessed by 100% coursework.

- 40% Portfolio of Theory Exercises

Students will carry out a series of short theory assignments based around the audio electronics principles taught in the module.

- 60% Technical Report, 1500 words

Level 6 students will be given more challenging coursework, which will enable them to demonstrate higher level learning outcomes.

Preliminary Reading

Hood, J. (1998). Audio Electronics. Oxford: Butterworth-Heinemann.

Intellin Organisation (2008). Electronic Audio Circuits Source Book. New York: Intellin.

Reiss, A. & McPherson, A. (2013). Audio Effects: Theory, Implementation and Application. London: Taylor Francis.

Slone, G. R. (2001). Audiophile's Project Sourcebook: 80 High-performance Audio Electronics Projects. New York: McGraw-Hill.

Pre-requisites

None

Restrictions

Cannot be taken if already studied MU557/MUSC5029 Audio Electronics (A)

Synopsis *

This module introduces students to the key principals and processes in the field of analogue audio electronics. Students will systematically study the foundations of audio electronics (e.g. simple circuits and ohms law through to capacitance, inductance impedance) and go on to apply this knowledge to more sophisticated circuitry and components (e.g. filters, transformers, amplifiers and equalisation units). Once students have developed a solid understanding of key principals they will go on to investigate and evaluate the use of circuitry in the audio technology industry. Students will become familiar with standard approaches to equipment specifications and learn to evaluate equipment with reference to sophisticated parameters and measurements.

2022-23 Medway Module Handbook

MU635		Audio Electronics(B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught by means of a 2-hour workshop for ten weeks:

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

The workshops will explore practical issues in detail and technical instruction will be given in order to provide students with guidance for their own research and independent learning. There will be at least one opportunity for individual feedback on work in progress during the course of the module

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1) Demonstrate a systematic understanding of key principles and processes in analogue audio electronics informed by the forefront of the discipline.
- 2) Apply a systematic understanding of audio electronics to solve sophisticated practical problems.
- 3) Build, test and critically evaluate sophisticated audio electronic hardware.

The intended generic learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1) Manage sophisticated resources and time effectively.
- 2) Solve complex practical problems with reference to appropriate principles and ideas.
- 3) Produce sophisticated work in response to a brief and meet deadlines.

Method of Assessment

This module will be assessed by 100% coursework.

- 80% Practical Hardware Project

Students will carry out a practical project to design and build a piece of audio electronics hardware.

- 20% 15-minute Demonstration of Practical Hardware Project

Level 6 students will be given more challenging coursework, which will enable them to demonstrate greater sophistication in their project.

Preliminary Reading

Hood, J. (1998). Audio Electronics. Oxford: Butterworth-Heinemann.

Intellin Organisation (2008). Electronic Audio Circuits Source Book. New York: Intellin.

Reiss, A. & McPherson, A. (2013). Audio Effects: Theory, Implementation and Application. London: Taylor Francis.

Scherz, P. & Monk, S. (2013). Practical Electronics for Inventors, 3rd Edition. New York: McGraw-Hill.

Self, D. (2013). Audio Power Amplifier Design. Burlington: Focal.

Slone, G. R. (2001). Audiophile's Project Sourcebook: 80 High-performance Audio Electronics Projects. New York: McGraw-Hill.

Pre-requisites

If you're not studying the co-requisite module MU634/MUSC6029: MU557/MUSC5029 Audio Electronics (A)

Restrictions

Co-requisite module if you've not already passed MU557/MUSC5029: MU634/MUSC6029 Audio Electronics (A)

Cannot be taken if already studied MU558/MUSC5030 Audio Electronics (B)

Synopsis *

This module allows students to develop and apply their understanding of key principals and processes in the field of analogue audio electronics. In the co-requisite module Audio Electronics A, students will have studied the foundations of audio electronics (e.g. simple circuits and ohms law through to capacitance, inductance impedance) and gone on to apply this knowledge to more sophisticated circuitry and components (e.g. filters, transformers, amplifiers and equalisation units). In this module, students will consolidate and deepen their understanding of audio electronics through the completion of a practical project. This project will involve some hardware construction and will allow students to gain a more pragmatic grasp of the challenges and opportunities afforded by this field. Students will also have opportunities to draw in digital processes and technologies.

2022-23 Medway Module Handbook

MU800		Advanced Audio Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

An initial series of group seminars at the start of each term (2 hours per week) will introduce techniques, technology, key concepts and terminologies as well as discussing strategies for the implementation of technical ideas in a creative context. Students will be encouraged to develop an understanding of the context of their work. Later in the term, students will work have four weeks of directed study on focused tasks, where students will receive guidance on compositional skills. Total contact hours is 30, and total study hours is 300.

Learning Outcomes

12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
1. To evaluate the nature and significance of various aspects of music technology, including programming, production, performance and spatialisation techniques (A1, B2)
 2. To explore advanced techniques in individual work (A2, C1)
 3. To be able to present, analyse and discuss original work referring to specific terminology and traditions (B1, C3)
13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes
4. To develop clear concepts and ideas when presented with complex situations and conflicting information (D2)
 5. To be able to produce original work and communicate this to an audience (C1, C3)

Method of Assessment

- 1) Music Technology Portfolio (covering software, audio systems, performance and production techniques)– 80% (learning outcomes 1, 2, 4, 5)
- 2) Written evaluation, c. 2,000 words – 20% (learning outcomes 1, 3, 4, 5)

Preliminary Reading

Borwick, J., (ed.) 1994: Sound Recording Practice (OUP, Oxford)
Campbell, M. & Greated, C., 1990: Psychoacoustics (Heinemann, London)
Cook, PR. Music, Cognition and Computerized Sound (MIT, 1999)
Gibbs, Tony, 2007: The Fundamentals of Sonic Art & Sound Design (Sussex: AVA Publishing)
Howard, D. & Angus, J., 2006: Acoustics and Psychoacoustics (Focal, London)
Hunt, Andy, and Ross Kirk, 1999: Digital Sound Processing for Music and Multimedia (Bath: Focal Press)
Huber, D., 2001: Modern Recording Techniques (Focal, Oxford)
Miranda, Eduardo, 2002: Computer Sound Design: Synthesis Techniques and Programming (Oxford: Focal Press)
Roads, Curtis, 1996: The Computer Music Tutorial (USA: MIT Press)
Rumsey, F., 2004: The digital interface handbook (Focal, Oxford)
Rumsey, R Spatial Audio (Oxford, 2001)
Sonnenchein, D Sound design: the expressive power of music, voice and sound effects in cinema (CA, 2001)
Zölzer, Udo, 2008: Digital Audio Signal Processing, 2nd edition (Chippenham: WileyBlackwell)
Zwicker, E Psychoacoustics: facts and models (Berlin, 1999)

Pre-requisites

None

Restrictions

None

Synopsis >*

2022-23 Medway Module Handbook

MU802 Composition Techniques						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

An initial series of group seminars at the start of each term (2 hours per week) will introduce techniques, repertoire, technology, key concepts and terminologies as well as discussing compositional strategies. Students will be encouraged to develop an understanding of the context of their work. Later in the term, students will work have four weeks of directed study on focused tasks, where students will receive guidance on compositional skills. Total contact hours is 30, and total study hours is 300.

Learning Outcomes

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

1. To evaluate the nature and significance of various forms of acoustic and studio-based composition.
2. To explore advanced compositional techniques in individual creative work.
3. To be able to present, analyse and discuss original composition in concerts, conferences or seminars referring to specific terminology and traditions.

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

1. To develop clear concepts and ideas when presented with complex situations and conflicting information.
2. To be able to produce original work and communicate this to an audience.

Method of Assessment

- 1) Composition Portfolio, c. 12 minutes, including at least one score – 80%
- 2) Written evaluation, c. 2000 words – 20%

Preliminary Reading

Boulez, P: Orientations (Faber & Faber, 1986)
Cox, C: Audio culture : readings in modern music (Continuum, 2004)
Emmerson, S (ed): The Language of Electroacoustic Music (Macmillan, 1986)
Emmerson, S (ed): Timbre composition in Electroacoustic music (Harwood, 1994)
Griffiths, p.: A guide to electronic music (Thames and Hudson,1979)
Manning, P.: Electronic and computer music (Oxford : Oxford University Press, 2004)
Norman, K (ed): Contemporary Music Review (Harwood,1996)
Nyman, Michael.Experimental music : Cage and beyond (Cambridge University Press, 1999)
Wishart, T: On Sonic Art (Imagineering Press, 1985)
Wishart, T: Audible Design (Orpheus the Pantomime, 1994)

Pre-requisites

None

Restrictions

None

Synopsis *

This module aims to imbue the student with an advanced compositional ability to a point where meaningful work can take place on the MA Composition Project and Dissertation and Research Skills modules. It will cover a range of contemporary music in the form of a series of etudes in compositional areas that will encourage the development of current practice and an understanding of compositional strategies. It will establish a thorough technical base for future compositional output in a wide range of areas including: acoustic composition, electroacoustic music, composition with live electronics and functional electronic music in combination with other arts subjects.

2022-23 Medway Module Handbook

MU803		Music Technology Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	60 (30)	100% Coursework	

Contact Hours

Group seminars will revisit and explore techniques, repertoire, technology, key concepts and terminologies as well as discussing compositional strategies. Students will be encouraged to present their work in progress, placing their work in context and discussing technique. Individual tutorial support will be given to allow a more detailed discussion of work with staff. Total study hours is 600.

Learning Outcomes

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

1. To work on a large-scale music technology project over an extended period of time, demonstrating an advanced command of appropriate techniques.
2. To use complex techniques creatively, exploring original solutions to music technology problems.
3. A comprehensive understanding of the cultural and aesthetic context for the student's chosen field.
4. To be able to present, analyse and discuss original work referring to specific terminology and traditions.

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

1. To work independently, exercising initiative and personal responsibility.
2. To be able to explain complex issues in original work.

Method of Assessment

- 1) Music Technology Project (software, audio system or production)– 80%
- 2) Written evaluation, c. 3000 words – 20%

Preliminary Reading

Borwick, J., (ed.) 1994: Sound Recording Practice (OUP, Oxford)
Campbell, M. & Greated, C., 1990: Psychoacoustics (Heinemann, London)
Cook, PR. Music, Cognition and Computerized Sound (MIT, 1999)
Gibbs, Tony, 2007: The Fundamentals of Sonic Art & Sound Design (Sussex: AVA Publishing)
Howard, D. & Angus, J., 2006: Acoustics and Psychoacoustics (Focal, London)
Hunt, Andy, and Ross Kirk, 1999: Digital Sound Processing for Music and Multimedia (Bath: Focal Press)
Huber, D., 2001: Modern Recording Techniques (Focal, Oxford)
Miranda, Eduardo, 2002: Computer Sound Design: Synthesis Techniques and Programming (Oxford: Focal Press)
Roads, Curtis, 1996: The Computer Music Tutorial (USA: MIT Press)
Rumsey, F., 2004: The digital interface handbook (Focal, Oxford)
Rumsey, R Spatial Audio (Oxford, 2001)
Sonnenchein, D Sound design: the expressive power of music, voice and sound effects in cinema (CA, 2001)
Zölzer, Udo, 2008: Digital Audio Signal Processing, 2nd edition (Chippenham: WileyBlackwell)
Zwicker, E Psychoacoustics: facts and models (Berlin, 1999)

Pre-requisites

None

Restrictions

None

Synopsis >*

2022-23 Medway Module Handbook

MU806 Critical and Historical Perspectives on Music						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

An initial series of group seminars at the start of both term 1 and term 2 (2 hours per week for 6 weeks 24 hours in total) will introduce key texts, concepts and issues (this will address LOs 11.1 and 12.2). Students will be encouraged to develop their own understanding and approach to music whilst building on and critically engaging with the work of others. Later in each term, students will have four weeks of independent study interspersed with one further two-hour seminar to discuss and share research (4 hours of contact over the two terms). During this time students will receive guidance on their writing through two or more 30 minute one-to-one tutorials (at least two hours over the two terms) (this will address 11.2, 11.3, 11.4 12.1 and 12.3). Total contact hours is 30, and total study hours is 300.

Learning Outcomes

The intended subject specific learning outcomes

1. To engage and evaluate a range of critical and historical perspectives on music.
2. To demonstrate an understanding of key issues in theorizing musical texts and contexts.
3. To explore in detail specific developments in music through individual work.
4. To be able to present, analyse and discuss music in concerts, conferences or seminars deploying specialist terminology and referring to specific traditions.

The intended generic learning outcomes

1. To exercise initiative and personal responsibility.
2. To develop clear concepts and ideas when presented with complex situations and conflicting information.
3. To be able to produce original work and communicate this to an audience.

Method of Assessment

- 1) Essay (4000 words) exploring critical perspectives on music– 40%
- 2) Seminar paper/presentation (20 minute paper) concerning a particular musical style or period and its social and/or political contexts and meanings – 30%
- 3) Seminar paper/presentation (20 minute paper) concerning a specific musical work and its cultural context – 30%

Preliminary Reading

Bowman, W. (1998) *Philosophical Perspectives on Music*. Oxford: Oxford University Press.
Cook, N. & Pople A. eds (2004) *The Cambridge History of Twentieth-Century Music*. Cambridge: Cambridge University Press.
Cook, N. & Dibben N. (2001) 'Musicological Approaches to Emotion', in Juslin, P. & Sloboda J.A., eds, *Music and Emotion: Theory and Research*. Oxford: Oxford University Press.
Clayton, M. et al eds. (2003) *The Cultural Study of Music: A Critical Introduction*. New York: Routledge.
Dahlhaus, C. (1983) *Foundations of Music History*. Cambridge: Cambridge University Press.
Moore, A. ed. (2007) *Critical Essays in Popular Musicology*. Aldershot: Ashgate
Scott, D. B. ed. (2000) *Music, Culture and Society: A Reader*. Oxford: Oxford University Press.
Solie, R. ed. (1993) *Musicology and Difference: Gender and Sexuality in Music Scholarship*. Berkeley: University of California Press.

Pre-requisites

None

Restrictions

None

Synopsis *

This module aims to enable students to develop an advanced understanding of music so that meaningful work can take place on the MA Specialist Project and Dissertation and Research Skills modules. It will cover a range of critical and historical perspectives on music enabling students to develop their own understanding of the field. It will establish a thorough grounding in key issues and methods including: close reading, semiotics, genre theory, critical theory, and the role of social forces such as race, gender and class in the production and reception of music.

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MU897		Specialist Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	60 (30)	100% Coursework	

Contact Hours

Students will attend seminars at the beginning of each term concerning generic skills of project management, personal development and target setting (learning outcome 12.1) (around 8 hours in total). The majority of tuition will then be provided in smaller specialist groups and in one-to-one tutorials (learning outcomes 11.1, 11.2, 11.3, 11.4, 11.5 & 12.2) (around ten 1-1, 30-60 minute tutorials and around three specialist group seminars). At specified points throughout the year students will present to the group as a whole and will be offered more general feedback from staff members and peers (learning outcomes 11.1, 11.3, 11.4, 11.5 and 12.2) (two 3 hour sessions). Total study hours is 600 including 25-30 of contact (much of it specialist 1-1 tuition).

Learning Outcomes

The intended subject specific learning outcomes

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

1. Demonstrate a critical awareness of current issues in a chosen area of specialism within one of the following fields: research, performance, composition or music production.
2. Complete a large-scale project over an extended period of time, demonstrating an advanced command of appropriate skills and a critical understanding in one of the following specialist areas: research, performance, composition, music production.
3. Engage and develop complex ideas, exploring original solutions to musical and/or theoretical problems.
4. Demonstrate a comprehensive understanding of cultural and aesthetic contexts.
5. Analyse and discuss musical works and/or practices using specialist terminology and showing a detailed understanding of delineable traditions.

The intended generic learning outcomes

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

1. Produce work independently, exercising initiative and personal responsibility.
2. Develop cogent explanations for complex issues relating to their work.
3. Develop clear ideas and/or processes when presented with a complex creative situation or field of inquiry.

Method of Assessment

- 1) Specialist Project, c. 12,000 words or equivalent – 80%
- 2) Plan and literature review or written evaluation, c. 3,000 words – 20%

Preliminary Reading

Becker, L. How to Manage your Postgraduate Course, Basingstoke: Palgrave MacMillan.
Cowdery, J. R. et al. (2006) How to Write About Music: The RILM Manual of Style, 2nd ed., New York: RILM.
Denicolo, P. Becker, L. (2012) Developing Research Proposals, London: Sage
Sampsel, L. J. (2008) Music Research: A Handbook, New York: Oxford University Press.

Pre-requisites

None

Restrictions

None

Synopsis *

This module aims to develop students' understanding and skills in a specialised area through student-led work. Students will be encouraged to augment their understanding of their specialism by producing a substantial piece of work in their chosen area. This area of study will focus upon one of the following disciplines: performance, music production or music analysis. Although students will focus upon one of these areas they will develop key insights into related areas of specialist study through whole group seminars and discussions. Students will also be encouraged to present parts of their project and related work at other events, such as concerts and conferences, throughout the year.

2022-23 Medway Module Handbook

MU898		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	60 (30)	100% Coursework	

Contact Hours

Teaching will be primarily delivered through one-to-one supervision (5 hours) and small group tutorials (18 hours), where students can develop their research topic in consultation with their supervisor and engage in peer evaluation of work in progress. Research skills and current issues and theories in the study of music will be discussed in a short workshop series (12 hours). This module is based around the research needs of the individual and as such the one-to-one supervision is designed to guide and support a students' independent learning and research.

Each student will have a named supervisor, but will be free to draw on the relevant expertise of other staff as appropriate.

Students will be expected to attend the School of Music and Fine Art's research seminars and to contribute to these as both speakers and participants in debate.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a critical understanding of key methods, ideas and issues in the study of music.
- 2) Analyse and evaluate complex issues within musical research, and suggest innovative approaches to understanding or moving beyond these issues.
- 3) Demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the study of music.
- 4) Demonstrate an in-depth critical understanding of a range of contemporary and historical musical contexts and practices.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Identify and critically assess relevant primary and secondary sources within the context of a specific research project.
- 2) Disseminate work of a professional standard to specialist and non-specialist audiences using appropriate terminology.
- 3) Communicate and express arguments with clear conviction, referring critically to a wide range of relevant issues and questions.

Method of Assessment

Annotated Bibliography, 1,500 words – 20%

Introductory Chapter and Dissertation Outline, 1,500 words – 20%

10,000 word Dissertation - 60%

The Dissertation may include material that has previously been submitted for assessment as part of the Annotated Bibliography and/or Introductory Chapter and Dissertation Outline. However it would be expected that these will be revised based on tutor feedback prior to incorporation in to the Dissertation.

Preliminary Reading

Biggs, M. & Karlsson, H. eds. (2010). *The Routledge Companion to Research in the Arts*. London: Routledge.

Collins, H., (2010). *Creative Research: The Theory and Practice of Research for the Creative Industries*. Ava: London.

Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. London: Palgrave Macmillan.

Hart, C. (2004). *Doing your Masters Dissertation*. London: Sage.

Pickering, M. ed. (2008). *Research Methods for Cultural Studies*. Edinburgh: Edinburgh University Press.

Potter, S. (2006). *Doing Postgraduate Research*. London: Sage.

Wisker, G. (2007). *The Postgraduate Research Handbook*. London: Palgrave Macmillan.

Supervisors will work with students to create a specialised reading list relating to each student's chosen research topic

Pre-requisites

None

Restrictions

None

Synopsis *

This module aims to foster the student's ability to develop her/his research skills through student-led work, and to develop an advanced understanding of musical endeavour. The module facilitates the transition from undergraduate level work or employment to self-management of independent postgraduate study and the formulation and presentation of an agreed research proposal and dissertation. Through a series of themed seminars, it will address current arguments and historical paradigms surrounding music theory and practice, considering areas such as research methods, the role of social forces in the production and reception of music, and perspectives on musical practices. The series will draw upon a number of disciplines, such as critical theory, cultural studies and philosophy. Students will attend the regular School of Music and Fine Art postgraduate seminars, which will encourage the consideration and discussion of research in relation to different practices, contexts and methods.

36 School of Economics

EC302		Introduction to Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	

Availability

Compulsory for all students on Accounting and Finance degrees (except those on a joint degree with Economics). Available as a wild module for students within all Faculties.

Contact Hours

Total contact hours: 60 hours

Private study hours: 240

Total study hours: 300

Learning Outcomes

By the end of the module, you will be able to:

- * demonstrate introductory knowledge and understanding of the basic principles of economics.
- * identify key concepts and economic methods used within the study of economics.
- * apply relevant knowledge and understanding of economics to contemporary issues and debates
- * demonstrate analytical, graphical and numerical skills to address economic problems
- * utilise and solve simple economic models that explain economic behaviour and phenomena

Method of Assessment

20% Coursework, as follows:

Essay 1 (500 words) (10%)

Essay 2 (500 words) (10%)

Examination, 3 hours (80%)

Preliminary Reading

Richard Lipsey and Alex Chrystal, Economics, Oxford University Press, 13th ed, 2015

Michael Parkin, Melanie Powell and Kent Matthews, Economics, Addison-Wesley, Pearson Education, 8th ed, 2012

Pre-requisites

None.

Restrictions

Not available to students on single and joint honours degree programmes in Economics, including joint degree Accounting and Finance and Economics.

Synopsis *

This module introduces students to the introductory principles of microeconomics and macroeconomics, and the application of economic models to explain economic phenomena. It is designed to expose the main ways in which economists think about problems and to consider important current economic issues in the United Kingdom, the European Union and the world economy. The module assumes no previous knowledge of the subject.

This module introduces students to the introductory principles of microeconomics and macroeconomics, and the application of economic models to explain economic phenomena. It is designed to expose the main ways in which economists think about problems and to consider important current economic issues in the United Kingdom, the European Union and the world economy. The module assumes no previous knowledge of the subject.

The module covers a range of microeconomic and macroeconomic issues each of which is explained, analysed and then discussed with applications relevant to the real world. The application of economics to contemporary issues illustrates how economic analysis and models can be used to understand the different parts of the economy and to inform and evaluate policy interventions that support a range of different economic outcomes.

The module is self-contained to provide a basic understanding of economic methods and debates. It is a suitable primer for further modules that can be taken in economics, either as part of another degree programme or as part of a future professional qualification.

16 School of Engineering and Digital Arts

EL543		Digital Filmmaking				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	100% Coursework	

Availability

This is a wild module available to schools outside of EDA

This Module is capped at 20 students

Contact Hours

Total contact hours: 49

Private study hours: 251

Total study hours: 300

Department Checked

13/06/2018

Learning Outcomes

1. Have an understanding of the general theoretical and historical principles of moving image.
2. Develop an appreciation of the aesthetic, conceptual and technical skills for making a short film.
3. Demonstrate a technically competent use of appropriate production and post-production techniques
4. Develop and create one or more short digital films, working within the practical constraints of environment, equipment, and technical ability

Method of Assessment

Main assessment methods

Treatment – 20%

Blog – 20%

Peer assessment – 10%

Short film for the web – 50%

Pre-requisites

None.

Restrictions

You cannot take DIGM5430 if you are taking FI308 and FI309.

This Module is capped at 20 students

Synopsis

This module is an introduction to digital filmmaking. Students learn the creative and technical skills in making a short film, whilst working as a member of a production team.

62 University (Hums)

HU503 Humanities Study Abroad Module (Year)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	
1	Medway	Whole Year	H	120 (60)	Pass/Fail Only	

Contact Hours

Learning and teaching modes will vary according to the country and institution attended. Inclusive of self-directed study, a total of 600 hours of study across a term or semester will be required for this module

Learning Outcomes

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

- i. to acquire a broader, international and interculturally informed understanding of their subject discipline (C.1)
- ii. to experience different cultural approaches to learning, study and academic development (A.2, B.1, C.2)
- iii. to acquire intercultural competence, cross-cultural literacy, and to practice foreign-language skills (A.1, B.1, D.1)

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

- i. enhanced, interculturally sensitive communication and interpersonal skills (D.3)
- ii. enhanced ability for self-management, flexibility, focus and project management (D.4)

Method of Assessment

This module is assessed on a pass/fail basis. – In order to pass the module, students have to take the equivalent of 120 Kent credits at their host institutions, and successfully pass all these modules abroad as documented by the transcript from the host institution.

Restrictions

Humanities Study Abroad programmes with a year abroad.

Synopsis

Spending a period as full-time student at an overseas university, students will follow teaching and tuition in their own subject areas as well as choosing from a range of available courses in the Humanities. The curriculum will vary according to the partner institutions. Additionally, students will usually be offered to take language classes and/or courses on the culture of the host country.

HU504 Humanities Placement Year Module						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	100% Coursework	
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	
1	Medway	Whole Year	H	120 (60)	Pass/Fail Only	

Contact Hours

Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Students' learning is expected to be directed by their work place supervisor, depending on the requirements of the role they take in the organisation. The Placement Coordinator will usually make at least one visit to the student during the year to ensure the work being required of the student is appropriate and the requirements of the assessment process are being carried out.

Total number of study hours: 1200

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Display a systematic understanding of a range of key theoretical and practical issues currently faced by employers in the UK or abroad;
2. Demonstrate an insight into the functioning of the relevant industry, including an understanding of the professional opportunities available to them within the industry, and the challenges posed by working in this industry and how this could also impact in their area of study;
3. Apply their specific skills-set productively within the workings of a professional context and demands;
4. Contextualise and systematically record, and critically evaluate work place practices and processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate the ability to identify opportunities for professional development;
2. Work effectively both as part of a team and under their own initiative and understand group dynamics and handle interpersonal issues;
3. Manage workloads and priorities to meet deadlines, and sustain focus for extended periods working on independent projects, developing autonomy and self-management; and honing their organisational and time management skills.
4. Use IT for a wide range of purposes, which could include research, communication, compiling of reports, information management, promotion and design;
5. Communicate effectively, to a professional standard, coherent arguments and propositions in a variety of media, verbally and in writing, using appropriate communication and presentation technologies ;
6. Display a substantial degree of critical and self-reflexive awareness;
7. Reflect on their own learning and development, identifying strengths and strategies for development, developing autonomy in learning and continuous professional development.

Method of Assessment

Students undertaking the module will be assessed 100% by coursework.

The module will be assessed on a pass/fail basis only.

i. Monthly blogs – 20% A 500 word written blog must be submitted every month during a student's time on placement. This should reflect on what they have been doing during this time, any observations about working life, and details of training courses, visits and other key development events. Additional supporting material may be submitted alongside the written blog to evidence the work students have been doing in the workplace. A minimum of six blogs must be submitted to pass this component.

ii. Performance Evaluations - 20%

to be filled in by the workplace supervisor and student at the following mile stones: 2 weeks into the placement; half way through the placement and at the end of the placement - if a student is undertaking multiple separate placements during this module they should instead submit an evaluation 2 weeks into each placement and at the end of each placement. The evaluations can either be completed on a University provided template or a template used by the placement provider.

iii. Personal Development Reflective Report - 4000 words – 60%

The relevant Board of Examiners may offer students the chance to retrieve the credit for this module, should they fail any of the elements through the normal referral/deferral procedures. A referral/deferral would normally consist of the 4000 word Personal Development Reflective Report and a Portfolio of Material documenting the Placement (the mark for the Personal Development Reflective Report may be carried forward).

Preliminary Reading

- Durrant et al. (eds) (2011) Getting started with university-level work-based learning Libri
- Fanthome, C. (2004) Work placements: A Survival Guide for Students Palgrave
- Helyer (2015) The Work-Based Learning Student Handbook Palgrave
- Rook, S. (2015) Work Experience, Placements and Internships Palgrave Career Skills
- Rook, S. (2013) The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment Palgrave Study Skills

Pre-requisites

None

Restrictions

Students registered for any undergraduate programme within the Faculty of Humanities are eligible to apply for transfer to the same programme 'with a placement year' after successful completion of Stage 1. However the placement year can only be taken in conjunction with programmes which do not already include a period spent away from the university, either abroad or on placement/in industry.

The application and selection process is managed by the School responsible for the programme. Usually, students will require a Stage 1 average of 60 or above and a positive recommendation from Stage 1 tutors to be considered for the Placement year. There is no guaranteed acceptance. Successful transfer will be contingent upon:

1. The student finding appropriate placement(s) herself or himself
2. The internal application process
3. Normally a student taking up a placement should be expected to have achieved an average mark in their modules of between 58-62%, but the final decision rests with the School. References from the applicants' Stage 2 tutors may be sought in the selection process.

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Synopsis *

Students spend a year (a minimum of 24 weeks full-time, or the equivalent part-time) working in a work place setting, applying and enhancing the skills and techniques they have developed and studied in the earlier stages of their degree programme. The work place may be directly related to a student's degree, but this is not a requirement of the module. The work students do is entirely under the direction of their work place supervisor, but support is provided via a dedicated Placement Coordinator within the student's home School. The University will provide the work place supervisor with clear written guidance outlining the intended learning outcomes and measures the employer must take to support the student in achieving these. This guidance is included in a three way agreement entered into by the University of Kent, the workplace provider and the student. This agreement must be signed by all relevant parties before the placement commences.

Note that participation in this module is dependent on students obtaining an appropriate placement (or a number of appropriate shorter placements that have a combined duration equivalent to 24 weeks full-time employment), for which guidance is provided through the School and Faculty in the year leading up to the placement. The Careers and Employability Service will also provide students with advice and guidance on applying and preparing for work placements.

48 Centre for Journalism

JN001		Shorthand - NCTJ Certificate Year 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only		

JN002		Conference Year 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only		

JN003		Conference Year 2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only		

JN004		Shorthand - NCTJ Certificate Year 2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only		

JN005		Media Law - NCTJ Certificate Year 2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	C	0 (0)	100% Exam		
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements		
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only		

JN006		News Writing Clinic					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	H	0 (0)	Pass/Fail Only		

JN007		Shorthand - NCTJ Certificate Year 3					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Medway	Whole Year	H	0 (0)	Pass/Fail Only		

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JN008		Conference Year 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Whole Year	H	0 (0)	Pass/Fail Only	
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JN009		Conference MA				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Medway	Whole Year	M	0 (0)	Pass/Fail Only	
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JN010		NCTJ Shorthand MA				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Medway	Whole Year	M	0 (0)	Pass/Fail Only	
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JN011		NCTJ Law for MA				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Medway	Whole Year	M	0 (0)	100% Exam with Pass/Fail Elements	
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JN012		NCTJ Public Affairs (PG)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Medway	Whole Year	M	0 (0)	100% Exam with Pass/Fail Elements	
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JN013		NCTJ Public Affairs (UG)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Whole Year	C	0 (0)	100% Exam	
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	

JN014		Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Whole Year	C	0 (0)	100% Exam	
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	

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JN015		Reporting PG				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	100% Exam	
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	

JN016		Media Law Court Reporting (elective)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	Pass/Fail Only	

JN020		Broadcast Journalism 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	100% Exam	

JN021		Broadcast Journalism 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	100% Exam	

JN023		Video Journalism 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	Pass/Fail Only	

JN024		Video Journalism 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	Pass/Fail Only	

JN026		Production Journalism 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	100% Exam	

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JN027		Production Journalism 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	100% Exam	

JN029		Media Court Reporting 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	0 (0)	100% Exam	

JN031		Reporting 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	

JN300		History of Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Journalism (compulsory)
 BA (Hons) English and American Literature and Journalism (optional)
 BA (Hons) BA Cultural Studies, Media and Journalism (optional)

Contact Hours

Total Contact Hours: 24
 Private Study Hours: 126
 Total Study Hours: 150

Department Checked

29/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate knowledge of the development of journalism in the United Kingdom from the fifteenth century to the twenty-first.
2. Show a basic understanding of the relationship between government and journalists from the establishment of the first printing press to the advent of blogging.
3. Understand the responsibility journalists have to report accurately and fairly located in a historical, professional and social context.
4. Develop awareness of the relationship between the development of democracy and the growth of the news industry.
5. Engage with the culture of journalism in a UK context, its principles and its practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Engage with major debates about the value and purposes of journalism and learn to put them to productive use.
2. Gain confidence in evaluating different forms of journalism and communication as they have emerged historically and learn to examine them critically.
3. Develop the ability to evaluate and draw upon the range of sources appropriate to research the main features of the British news industry, its origins and purposes.
4. Learn how to gather, organise and deploy ideas and to express and sustain argument in written and oral forms.
5. Learn to work in flexible, creative and independent ways, showing self-discipline and self-direction.

Method of Assessment

Main assessment methods

Essay (2,500 words) – 25%

Essay (3,000 words) – 25%

Examination (3 hrs) - 50%

Reassessment methods

Reassessment Instrument: 100% exam

Preliminary Reading

Barnett S (2011), *The Rise and Fall of Television Journalism*, London, Bloomsbury

Calder A (1969), *The People's War – Britain 1939-1945*, London: Pimlico

Conboy M (2011), *Journalism in Britain – A Historical Introduction*, London: Sage

Cunningham H (2001), *The Challenge of Democracy – Britain 1832-1918*, London: Longman

Curran J and Seaton J (2009), *Power without Responsibility – The Press, broadcasting and the internet in Britain*, 7th ed. Oxford: Routledge

Griffiths D (2006), *Fleet Street: Five Hundred Years of the Press*, British Library Publishing

Knightley P (2004), *The First Casualty – The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*, London: John Hopkins University Press

Marr A (2004), *My Trade: A Short History of British Journalism*, London: Pan Books

Mill J S (1859), *On Liberty*, Penguin Classics Edition

Paine T (1792), *The Rights of Man*, Dover Thrift Edition

Plumb J H (1950), *England in the Eighteenth Century*, Penguin Books

Preston P (2008), *We Saw Spain Die – Foreign Correspondents in the Spanish Civil War*, London: Constable

Temple M (2008), *The British Press*, Maidenhead: Open University

Pre-requisites

None

Synopsis *

The development of journalism in the United Kingdom from the fifteenth century to the age of the internet. How and why newspapers were first printed. Whose interests are served by the publication of news? How government has sought to control and censor journalism. The forces propelling the growth of newspapers during the English Civil Wars and the industrialisation of the press in the nineteenth century. The emergence of professional reporters. The era of the Press Barons. The birth of radio. International reporting of the Spanish Civil War and the Blitz. The birth of television. The dawn of the multimedia age.

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JN301 Reporting and Writing I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	45 (22.5)	70% Coursework, 30% Exam	
1	Medway	Whole Year	C	45 (22.5)	75% Coursework, 25% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 156

Private Study Hours: 294

Total Study Hours: 450

Department Checked

4/11/22

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand key processes, principles and skills involved in writing for publication in print and online
2. Understand what a news story is and why different news providers treat them in different ways
3. Apply news reporting skills within editorial deadlines
4. Understand the concepts of bias and spin and apply the skills required to produce fair, comprehensive and balanced news reporting
5. Read widely within the genre of news in recent and contemporary newspapers and online
6. Acquire writing, research and shorthand note-taking skills and experiment in deploying them in the coverage of news stories
7. Learn to make every word count in the writing of tight, accurate copy to deadline
8. Understand how to apply different research and writing techniques and how to evaluate their applicability
9. Understand the law concerning privilege and the importance of accurate, contemporaneous note taking

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
3. Work productively in a group or team showing abilities to contribute or to lead
4. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Coursework - Timed Writing 1 –15%

Coursework - Timed Writing 2 –30%

Coursework - Portfolio – 30%

Examination –25%

Reassessment methods

Like-for-like

Preliminary Reading

Harcup T (2009), Journalism Principles and Practice, Sage Publications

Harris G and Spark D (2010), Practical Newspaper Reporting, 3rd rev ed, Butterworth-Heinemann Ltd

Harrison J (2005), News, Routledge

Reeves, I, and Keeble R (2014), The Newspapers Handbook, Routledge

Hanna, M (2016), McNae's Essential Law for Journalists, 23rd edition, OUP

Pre-requisites

None

Synopsis >*

What is news? Which sources are trustworthy? Writing news reports and the inverted pyramid. Reporting court cases and council meetings. Working off-diary. Distinction between comment, conjecture and fact. Public interest.

JN302 British Government and Politics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

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1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam
1	Medway	Spring	C	15 (7.5)	60% Coursework, 40% Exam

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Have an understanding of the basic principles of the British constitution, the functions of Britain's national political institutions and their role in delivering accountable and representative outcomes.
2. Have an understanding of the electoral process, comparative electoral systems and the key issues facing electoral participation in a modern democracy.
3. Have an appreciation of the advantages and disadvantages of the "Westminster model".
4. Be familiar with how a range of approaches can be used to investigate how British political systems work, and with what success.
5. Have an understanding of the structure and financing of public services including the National Health Service, and social services.
6. Understand the development and principles of British democracy and constitution in the era of universal suffrage.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Have an understanding of the key concepts and theories in the academic literature relating to British politics and journalism.
2. Have an awareness of current political issues.
3. Be able to implement research and writing skills in individual written work.
4. Be able to implement oral communication skills in group-study contexts.
5. Be able to exercise independent learning skills and organise study in an efficient and professional manner.

Method of Assessment

Main assessment methods

Essay (2,000 words) 40%

Seminar presentation - 20%

Examination: two hours - 40%

Reassessment methods

Like-for-like

Preliminary Reading

Jones, B, 2010, Dictionary of British Politics, 2nd edn, Manchester University Press, Manchester

Jones, B and Norton, P, 2010, Politics UK, 7th edn, Pearson, Harlow

Judge, D, 2005, Political Institutions in the United Kingdom, Oxford University Press, Oxford

Kavanagh, D, et al., 2006, British Politics, 5th edition, Oxford University Press, Oxford

Leach, R, Coxall, B and Robins, L, 2011, British Politics, 2nd edn, Palgrave Macmillan, Basingstoke

Moran, M, 2011, Politics and Governance in the UK, 2nd edn, Palgrave Macmillan, Basingstoke

Morrison, J, 2013, Essential Public Affairs for Journalists. 3rd edn. Oxford University Press, Oxford

Peele, G, 2004, Governing the UK. British Politics in the 21st Century, 4th edn. Blackwell, Oxford

Pre-requisites

None

Restrictions

Closed to exchange and short term students.

Synopsis *

This module provides an overview of the British political system, focusing on recent political and constitutional developments. It will investigate topics such as the roles of Parliament, the Prime Minister and Cabinet, political parties, and the electoral system. It will assess key issues facing democratic government and institutions within the UK, analysing for example the role of Europe, the challenges posed by devolution, the Treasury and the National Health Service. There will also be discussion of contemporary political behaviour, including the issue of political participation.

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JN303 Principles and Practices of Convergent Journalism I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	45 (22.5)	100% Coursework	
1	Medway	Whole Year	C	45 (22.5)	50% Coursework, 25% Exam, 25% Project	
1	Medway	Whole Year	C	45 (22.5)	75% Coursework, 25% Exam	

Availability

BA (Hons) Journalism - compulsory module

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand key processes, principles and skills involved in the professional production of news content for radio, television, print and online platforms
2. Understand the structure of editorial teams in broadcasting, newspapers, magazines and online publications and the nature of the roles within them
3. Critically assess and use sources of audio, video, text and images such as raw feeds, wire copy, archive material, picture libraries and other media
4. Originate and develop ideas for news stories, and how particular approaches work in different media
5. Apply basic skills in writing scripts, cues, reports and headlines for radio and television news bulletins

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Deploy effective communication skills to a range of audiences
2. Gather, organise and deploy information to formulate arguments cogently and communicate them fluently
3. Consider and evaluate their work with reference to professional standards
4. Understand the professional importance of working to deadlines

Method of Assessment

Main assessment methods – 100% coursework, comprising:

TV Assessment 1 - 20%

Print Assessment 2 - 20%

Radio Assessment 3 - 20%

Online Assessment 4 – 20%

Blog Postings – 10%

News Conference Pitches – 10%

Reassessment methods

100% coursework

Preliminary Reading

Hudson G and Rowlands R (2007), *The Broadcast Journalism Handbook*, Pearson Education

Fleming C (2010), *The Radio Handbook*, 3rd ed, Routledge

Beaman J (2000), *Interviewing for Radio*, Routledge

Quinn S (2005), *Convergent Journalism: The Fundamentals of Multimedia Reporting*, Peter Lang

Harrower T (2012), *The Newspaper Designer's Handbook*, 7th ed, McGraw-Hill

Evans H (1997), *Pictures on a Page*, Heinemann

Reeves, I (2014) *The Newspapers Handbook*, 5th ed, Routledge

Pre-requisites

None

Synopsis *

British radio journalism, its history and development. Magazine and online production development. Use of microphones, audio and video recording equipment and studio production. Setting up and conducting of interviews. Use of digital audio and video editing systems to compile news packages and features. Team working. Sound and video on the internet. Publishing journalism online.

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JN402		Production Project I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	30 (15)	100% Coursework	

Availability

BA Television and Digital Video Production
This module cannot be taken as wild.

Contact Hours

Workshops: 12 hours
Supervisions: At least four one-hour sessions
Project work: 284 hours

Department Checked

29/03/2022

Learning Outcomes

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

- 8.1 Understand the key process, principles and skills involved in producing video content for broadcast and online distribution
- 8.2 Work productively to produce a video project to a brief and deadline
- 8.3 Understand the workflow of television production from idea to post-production
- 8.4 Consider and evaluate their work with reference to professional standards

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

- 9.1 Deliver work to a given brief, format, length and deadline
- 9.2 Be adaptable, creative and reflexive in producing output for a specified audience and market
- 9.3 Collate, organise and deploy ideas and information in order to formulate arguments cogently and express them effectively

Method of Assessment

Main assessment methods

100% coursework
Project 5-minute film 80%
1,000 word individual project diary: 20 %

Reassessment methods

Like for like

Preliminary Reading

- BBC. BBC Academy. TV Production on Location [Article/Internet] Available from:
<http://www.bbc.co.uk/academy/en/articles/art20130702112133397>
- Block, B. (2008) The Visual Story: creating the visual structure of film, TV and digital media. 2nd ed. Oxford: Focal Press.
- Brown, L; Duthie, L. (2016) The TV Studio Production Handbook I.B.Tauris
- Utterback, A. (2015) Studio Television Production and Directing: Concepts, Equipment, and Procedures (2nd edition). Focal Press
- Trottier, D. (2010) The Screenwriter's Bible: a complete guide to writing, formatting, and selling your script. Beverley Hills, CA: Silman-James Press.

Pre-requisites

Co-requisite: Television Craft I

Restrictions

This module cannot be taken as wild.

Synopsis *

In this module, students will produce original video content for broadcast or online distribution. Students will be given a clear brief and individually produce one five minute film, managing the entire project from storyboard to screen. Students will learn to work with presenters and talent, and manage shooting either in a studio or on location. The projects will largely involve independent work by the students, but will be supported by workshops early in the term and regular supervisions by the module convenor.

2022-23 Medway Module Handbook

JN404		Television Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BA Television and Digital Video Production

Contact Hours

Total Contact Hours: 48

Private Study Hours: 102

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate knowledge of the key ideas and texts by major theorists in the field of television and visual culture.
2. Demonstrate knowledge of why the critical analysis of visual representation is important.
3. Demonstrate knowledge, vocabulary and skills that will enable them to engage in critical debates in the broad field of visual culture.
4. Critically apply semiotic approaches to the analysis of visual representations.
5. Reflect critically on the history of theoretical approaches to media and mediated culture.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Show detailed understanding of the key concepts and theories in the academic literature relating to Television Studies and visual culture.
2. Employ a range of perspectives, such as theories of ideology and discourse, to analysis of the media texts.
3. Comprehensively implement research and writing skills in individual written work
4. Demonstrate oral communication skills
5. Exercise independent learning skills and organise study in an efficient and professional manner

Method of Assessment

Main assessment methods

1. Individual Presentation (10 minutes) (50%)
2. Essay 1500 words (50%).

Reassessment methods

Like for like

Preliminary Reading

Miller, T (2002) Television Studies, British Film Institute, London.

Gray, J (2012) Television Studies, Polity Press, Cambridge.

Geraghty, C & Lusted, D (1998) The Television Studies Book, Arnold, London.

Howells, R (2019) Visual Culture, Polity Press, Cambridge.

Fiske, J (2010) Understanding Popular Culture, Routledge, Abingdon.

Storey, J (2009) Cultural Theory and Popular Culture: a reader, Pearson Longman, Essex.

Hall, S (2013) Representation, Sage, Open University, London.

Murray, S (2009) Reality TV remaking television culture.

Barker, C & Jane, E.A. (2016) Cultural Studies: theory and practice, Sage, London.

Pre-requisites

None

Synopsis *

This module focuses on some of the major themes and topics that relate to the study of television culture. It introduces students to some of the most common examples and forms of what is taken to be television culture, and examines the media, journalistic, political and academic debates associated with these examples. The module introduces students to the forms and developments of common debates, and develops students' knowledge of the specific contributions of media and cultural studies scholarship in these areas. It encourages students to consider how visual mediums such as television making meaning and how audiences interpret television content. This leads into a broader exploration of the cultural value of media texts with reference to theories of ideology and hegemony. Issues of representation are also examined in relation to theories of discourse, including representations of gender, sexuality and stereotyping.

2022-23 Medway Module Handbook

JN405 Studying Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

BA Journalism
Joint honours programmes with/and Journalism

Contact Hours

Contact Hours: 22
Private study: 128
Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

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

- 8.1 Knowledge of the development of media and cultural criticism
- 8.2 Knowledge of the key methodologies in media and journalism studies
- 8.3 The ability to evaluate debates surrounding key issues in media and journalism
- 8.4 Understanding and evaluation of different qualitative and quantitative research techniques
- 8.5 The ability to research, write and reference academic essays

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

- 9.1 Organise material and communicate clearly in written essays
- 9.2 Conduct research using appropriate library and web-based resources in preparation for assessments
- 9.3 Demonstrate an understanding of different schools of thought and the ability to distinguish them

Method of Assessment

Main assessment methods

Review of journal article (1,000 words): 50%
Essay of 2,500 words: 50%

Reassessment methods

Like for like

Preliminary Reading

Allan, S. (2004) News Culture. London: Sage.
Atton, C. (2002) Alternative Media. London: Sage.
Bennett, D. (2013) Digital media and reporting conflict: blogging and the BBC's coverage of war and terrorism. New York: Routledge.
Brennen, B. (2013) Qualitative research methods for media studies. New York: Routledge
Cottle, S. (2009) Global crisis reporting journalism in the global age. Maidenhead: Open University Press
Frost, C. (2000) Media Ethics and Self-Regulation. Harlow: Pearson Education.
Pink, S. (2007) Doing visual ethnography : images, media, and representation in research. London: Sage.
Rodzvilla, J. (2002) We've got blog: how weblogs are changing our culture. Cambridge, Mass.: Perseus Publishing.
Walliman, N.B. (2001) Your Research Project: A step-by-step guide for the first-time researcher, London: Sage.
Stake, R. E. (1995). The Art of Case Study Research. Thousand Oaks; London: Sage.

Pre-requisites

None

Restrictions

Not suitable for short term and exchange students.

Synopsis *

This module introduces students to historical and contemporary issues in journalism, including fourth estate theory and the role of journalists in representative democracies. It uses case studies of key developments in the media to introduce students to core research and writing skills for undergraduates, giving them a toolkit for critical study of media and journalism. The module develops skills which will be used in later academic work and extended projects throughout the programme.

2022-23 Medway Module Handbook

JN500 Power without Responsibility - Media Power and Media Consumption in B						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Journalism
BA (Hons) Politics

Contact Hours

Total Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

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

1. Understand the growth and nature of media power since 1945 and particularly its relationship with the political process
2. Set patterns of media consumption in their historical context
3. Evaluate the mechanisms of media regulation and critically assess their effectiveness
4. Demonstrate familiarity with the influence of broadcast media
5. Assess the continuing significance of the national, regional and local press
6. Critically assess the impact of the internet on media power and media consumption
7. Demonstrate awareness of the economic forces that have framed the press, broadcast and online industries since 1945 and the role of these industries in specific areas of political and cultural life

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

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
2. Effectively communicate information, arguments and analysis in written and oral forms
3. Develop existing skills of self-discipline, self-direction and reflexivity
4. Enhance their ability to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas

Method of Assessment

Main assessment methods

Essay – 50%
Examination – 50%

Reassessment methods

Like-for-like

Preliminary Reading

Allan, S (ed.) (2005), Journalism: Critical Issues, Open University Press, Maidenhead
Allan, S (ed.) (2010), The Routledge Companion to News and Journalism, Routledge, London
Barnett, S (2011), The Rise and Fall of Television Journalism, Bloomsbury, London
Conboy, M (2011), Journalism in Britain: a historical introduction, Sage, London
Curran, J and Seaton, J (2010), Power Without Responsibility: Press, broadcasting and the internet in Britain. 7th edn, Routledge, London
Fenton, N (ed.) (2010), New Media, Old News: Journalism and Democracy in the Digital Age, Sage, London
Franklin, B (2004), Packaging Politics: Political Communications in Britain's Media Democracy, 2nd edn, Hodder Arnold, London
Hargreaves, I (2003), Journalism: Truth or Dare? Oxford University Press, Oxford
Harrison, J (2006), News, Routledge, London
McNair, B (2009), News and Journalism in the UK, 5th edn, Routledge, London
Page, B (2011), Murdoch's Archipelago, rev edn, Simon & Schuster, London
Seymour-Ure, C (1996), The British Press and Broadcasting since 1945, 2nd edn, Blackwell, Oxford

Pre-requisites

JOUR3000 (JN300) History of Journalism
JOUR3020 (JN320) British Government and Politics

Synopsis */span>

How news and information was accessed in 1945, the importance of national, regional and local newspapers and the role of radio. The impact of television on news consumption and the importance of ITN and the rise of commercial media. Relationship between journalism and political power, and the role of spin in the era of broadcast dominance. Changing patterns of foreign coverage and the understanding of faraway disasters. Reporting 'The Troubles' in Ireland and the role of journalism in uncovering miscarriages of justice. Emergence and growth of 24 hour rolling news on radio and television and its impact on the political process. Online reporting, blogging and citizen journalism

2022-23 Medway Module Handbook

JN501		Principles and Practice of Convergent Journalism II			Journalism II	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	45 (22.5)	100% Coursework	
1	Medway	Whole Year	I	45 (22.5)	75% Coursework, 25% Exam	

Availability

BA (Hons) Journalism – compulsory module

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand complex processes, principles and skills involved in the professional production of news content for radio, television, print and online platforms
2. Demonstrate a detailed understanding of the concept and nature of television and radio news, how they differ from other media in their production processes and narrative grammar
3. Deploy advanced production techniques in recording, editing and distributing content for broadcast, in print and online
4. Demonstrate a detailed understanding of how print and broadcast techniques are being adapted and combined in an online environment
5. Use a range of online tools for journalistic research and reporting

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Deploy advanced communication skills to a range of audiences
2. Gather, organise and deploy information to formulate complex arguments cogently and communicate them fluently
3. Consider and evaluate their work with reference to professional standards
4. Understand the professional importance of working to deadlines

Method of Assessment

Main assessment methods

Blog Postings – 10%

News Conference Pitches – 10%

TV Assessment 1 – 20%

Print Assessment 2 – 20%

Radio Assessment 3 – 20%

Online Assessment 4 – 20%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press

Holland P, *The Television Handbook*, 2nd ed, Routledge

Hudson G and Rowlands S (2007), *The Broadcast Journalism Handbook*, Pearson Education

Ray V (2003), *The Television News Handbook: An insider's guide to being a great broadcast journalist*, Macmillan

Reeves, I (2014) *The Newspapers Handbook 5th Ed*, Routledge

Yorke I and Alexander R (2007), *Television News*, 4th ed, Focal Press

Zappaterra, Yolanda (2007) *Editorial Design*, Laurence King Publishing

Pre-requisites

JOUR3030 (JN303) Principles and Practice of Convergent Journalism I

Restrictions

Only available to BA Journalism students

Synopsis *

The culture of British television journalism, its history and development. Use of cameras, editing equipment and television studio production facilities. Team working in television production. Advanced use of print design software, image manipulation software and print production facilities. Advanced techniques in radio news programme production. Advanced techniques in multimedia journalism production. How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications.

2022-23 Medway Module Handbook

JN502 Reporting and Writing II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Coursework	
1	Medway	Whole Year	I	30 (15)	70% Coursework, 30% Exam	

Availability

BA (Hons) Journalism – compulsory module

Contact Hours

Total Contact Hours: 88

Private Study Hours: 212

Total Study Hours: 300

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Continually reinforce and apply advanced reporting and writing with specific focus on the requirements of the industry and professional training bodies
2. Understand the differences between news stories, features, opinion columns and reviews and be able to write any of these whilst applying principles of accuracy and fairness.
3. Understand the basic principles of investigative reporting, including thorough research, following leads to a conclusion and treating statements by vested interests with due scepticism.
4. Use a single reporting foray to supply more than one outlet, such as text, radio, TV or internet.
5. Apply media law and ethics theory in their reporting.
6. Show awareness of major milestones in recent reporting history and critically engage with the skills employed and the impact achieved.
7. Apply shorthand skills to real news situations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently.
2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline.
3. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Data journalism story – 25%

Essay (3,000 words) – 25%

Feature (2,000 words) - 25%

Timed newswriting test (45 minutes) – 25%

Reassessment methods

Like-for-like

Preliminary Reading

Bernstein, C and Woodward, B (2005), All The President's Men. London: Bloomsbury

Brooke, H (2006), Your Right to Know, London: Pluto

Randall, D (2021), The Universal Journalist, London: Pluto, 6th ed

Cameron, J (1967), Point of Departure. London: Panther Books

Pillger, J (2005), Tell Me No Lies. London: Vintage Books

Thompson, H S. (1967), Hell's Angels. New York, NY: Ballantine Books

Wolfe, T (1975), The New Journalism, London: Picador

Pre-requisites

Pre-requisite: JOUR3010 (JN301) Reporting and Writing I

Co-requisite: JOUR5110

Restrictions

Available to BA Journalism students only

Synopsis *

How a feature differs from a news story and where feature ideas come from. Structuring lengthy pieces so they read coherently and hold the reader's interest. Writing reviews and opinion columns. Investigative reporting: following leads, 'standing up' a difficult story; handling 'off the record' and 'non' attributable material; protecting sources. Taking a news story and re-writing it for another medium, adding sound, pictures, links and interactive comments. Following a crime story/court trial through the press/TV/online. Turning the contents of official reports into news and feature articles. Textual analysis of the writing styles of groundbreaking journalists. Study of common journalism transgressions.

2022-23 Medway Module Handbook

JN503 Journalism Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Project	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 18

Private Study Hours: 432

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Identify a story idea suitable for long form reporting on more than one platform
2. Show awareness of the challenges involved in compiling an extended piece of original journalism and of ways to surmount these challenges
3. Show awareness of the connection between a story idea and the methods and techniques available to convert that idea into an extended piece of original journalism
4. Show awareness of the need to be methodical and systematic in their reporting and to be critical in their appreciation of work done by other journalists
5. Demonstrate familiarity with the literature, theories, techniques and methods relevant to their project
6. Consolidate the learning they undertook in first and second years

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy ideas and facts in order to create coherent and stimulating arguments and express them effectively in multimedia forms
2. Organise and manage a supervised, self-directed project
3. Deliver work to a given length, duration and format within deadline
4. Apply entrepreneurial skills in dealing with sources, audiences and markets
5. Put to use complex information communication technology using web-based multimedia technology, and develop, as appropriate, specific proficiencies in utilising a range of media technologies.

Method of Assessment

Main assessment methods

100% Project

Reassessment methods

100% coursework

Preliminary Reading

Biewen J and Dilworth A (2010), Reality Radio: Telling True Stories in Sound, University of North Carolina Press

Davies N (2009), Flat Earth News, Random House

McNeil P (2008), The Web Designer's Idea Book, How Publishing

Mercer D (2008), Building Powerful and robust websites with Drupal 6, Packt Publishing

Prof Rosenthal A (2007), Writing, directing and producing documentary films and videos, Southern Illinois University Press

Randall D (2007), The Universal Journalist, 3rd ed, Pluto Press

Sumner D and Miller H (2009), Feature and Magazine Writing, 2nd ed, Wiley-Blackwell

Zappaterra Y (2007), Editorial Design, Laurence King Publishing

Pre-requisites

JOUR3030 (JN303) Principles and Practice of Convergent Journalism I

JOUR5010 (JN501) Principles and Practice of Convergent Journalism II

JOUR3010 (JN301) Reporting and Writing I

JOUR5020 (JN502) Reporting and Writing II

JOUR3000 (JN300) History of Journalism

JOUR5000 (JN500) Power without Responsibility

Restrictions

Available to BA Journalism students only

Synopsis *

Development of techniques in long-form journalism. Identification of the story and research methods. Identification of most suitable platform(s) to tell a specific story. Developing key sources and newsgathering techniques. Formulating a narrative structure. Documentary sequences in audio and video. Multimedia presentation techniques. Honing writing styles. Editing techniques and styles in audio, video and multimedia. Delivery methods for journalism in the digital world.

2022-23 Medway Module Handbook

JN504 Principles and Practices of Convergent Journalism III						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	75% Coursework, 25% Exam	

Availability

BA (Hons) Journalism – compulsory module

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the processes, principles and skills involved in writing and reporting news for television, radio, newspapers and online
2. Demonstrate a critical understanding of the concept and nature of news in all of its forms, and how the production processes in different media affect its narrative grammar
3. Demonstrate confidence with advanced production techniques and formats in recording, editing and transmission for print, television, radio and online journalism
4. Demonstrate current understanding of how print and broadcast techniques are being adapted and combined in an online environment
5. Demonstrate current understanding of how newsrooms are organised and confidence in performing a variety of roles connected with news production on different platforms
6. Demonstrate advanced understanding of online tools available to journalists for researching and reporting

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Confidently communicate complex ideas, tailoring the approach to suit a range of platforms and audiences
2. Confidently diagnose problems and propose solutions both autonomously and as part of a team
3. Gather, organise and deploy information to formulate complex arguments confidently and communicate them fluently
4. Consider and evaluate their work with reference to professional standards
5. Work productively in a group or team, showing abilities to contribute or to lead

Method of Assessment

Main assessment methods

Reporter assessment 1 – 15%

Reporter assessment 2 – 15%

Reporter assessment 3 – 15%

Solo Print – 15%

Solo Radio – 15%

Solo TV – 15%

Overall Performance – 10%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press

Holland P (2000), *The Television Handbook*, 2nd ed, Routledge

Hudson G and Rowlands S (2007), *The Broadcast Journalism Handbook*, Pearson Education

Leslie J (2003), *MagCulture: New Magazine Design*, Laurence King Publishing

Reeves I (2014) *The Newspapers Handbook*, 5th Ed, Routledge

Ray V (2003), *The Television News Handbook: An insider's guide to being a great broadcast journalist*, Pan Books

Yorke I and Alexander R (2001), *Television News*, 4th ed, Focal Press

Zappaterra Y (2007), *Editorial Design*, Laurence King Publishing

Pre-requisites

Pre-requisite JOUR3030 (JN303) Principles and Practice of Convergent Journalism I

Pre-requisite JOUR5010 (JN501) Principles and Practice of Convergent Journalism II

Restrictions

This module only available to student on BA Journalism

2022-23 Medway Module Handbook

Synopsis *

The culture of British radio, television, newspaper and online journalism, its history and development. Advanced use of cameras, audio recorders, editing equipment and radio and television studio production facilities. Advanced techniques in television news programme production. Advanced use of print design software, image manipulation software and print production facilities. Advanced techniques in radio news programme production. Advanced techniques in multimedia journalism production. How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications.

JN506		Advanced Multimedia Storytelling				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	80% Coursework, 20% Exam	

Availability

BA (Hons) Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced understanding of online tools available to journalists for researching and reporting.
2. Demonstrate advanced design, presentation and production techniques in digital publishing and an appreciation of how these affect user perception
3. Demonstrate an understanding of how mobile platforms are changing the way some journalism is consumed
4. Produce journalism using collaborative and non-linear processes
5. Think critically about the rise of social media and its impact on the dissemination of news
6. Augment understanding of newsroom operations and the preparation and production of news on different platforms.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use information technology to confidently perform a range of complex tasks
2. Identify and define problems and confidently propose solutions
3. Learn how to gather, organise and deploy ideas and sustain narrative, argument and analysis
4. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Online Journalism Project (80%)

Project Diary (1,000 words) (20%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Flash Journalism: How to create multimedia packages, by Mindy McAdams (Focal Press 2005)

Supermedia: Saving Journalism so it can save the world, by Charlie Beckett (Wiley Blackwell, 2008)

We The Media by Dan Gillmor (O'Reilly Media 2006)

Multimedia Journalism: a practical Guide by Andy Bull (Routledge, 2010)

MediaActive: a user's guide to finding, following and creating the news by Dan Gillmor (O'Reilly Media 2010)

Journalism Next: a Practical guide to digital reporting and publishing by Mark Briggs (CQ Press 2009)

Pre-requisites

JOUR3030 Principles and Practice of Convergent Journalism I

JOUR5010 Principles and Practice of Convergent Journalism II

Synopsis *

Indicative topics are:

- Linear and non-linear narrative structures.
- The use of online and open-source tool research to create journalism projects.
- The power of interactivity. Putting the user in control of the story.
- Visualisation of data.
- Using crowd-sourced material to develop and augment core reporting.
- Techniques for adapting and creating journalism for mobile media.
- How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications.

2022-23 Medway Module Handbook

JN508		Communication and Humanitarianism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate comprehensive familiarity with the influence of broadcast media in the political sphere and on the voluntary sector

8.2 Critically assess the impact of the internet on media power and media consumption.

8.3 Demonstrate acquired knowledge of the central role that communications and media play at national, international and global levels of

economic, political and social organisations along with the ability to articulate and explore the implications of this.

8.4 Demonstrate critical awareness of the diversity of approaches to understanding communication and media in historical and contemporary contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Consider alternate views and exercise a degree of independent and informed critical judgement in analysis

9.2 Engage with forms of critical analysis, argument and debate expressed through an appropriate command of oral and/or written communication

9.3 Manage independent learning and to make use of scholarly reviews and primary sources

9.4 Devise and sustain arguments and solve problems using ideas and techniques, including those at the forefront of the discipline.

Method of Assessment

Main assessment methods

Essay 1 (2500 words) (35%)

Presentation (30%)

Essay 2 (2500 words) (35%)

Reassessment methods

Like for Like

Preliminary Reading

Allen, Tim and Seaton, Jean. "Introduction", in Tim Allen and Jean Seaton (eds), *The Media of Conflict: War Reporting and Representations of Ethnic Violence*, London: Zed Books, 1990

Cottle, Simon. *Global Crisis Reporting*. Berkshire: Open University Press, 2009

De Waal, Alexander. *Famine Crimes*. Indiana University Press, Bloomington, 1997

Franks, Suzanne, *Reporting Disasters - Aid and the media*, forthcoming from Hurst and Colombia

Robinson, Piers. *CNN Effect: The myth of news, foreign policy and intervention*. London: Routledge, 2002

Vaux, Tony. *The Selfish Altruist: Relief Work in Famine and War*. London: Sterling, VA: Earthscan, 2001.

Pre-requisites

None

Synopsis *

Indicative topics are:

- The changing patterns of foreign news coverage in the post war period, with particular reference to the developing world (colonial, cold war and 1990s)
- Case studies of foreign disasters and the media interpretation; Biafra, Ethiopia, Rwanda, Asian Tsunami.
- The role of citizen journalism in the coverage of faraway disasters
- The media understanding of types of disaster and complex emergencies, with reference to aid efforts and humanitarian intervention.
- The growth and emergence of NGOs, their use of marketing and communication techniques
- The role of the media in raising awareness for charitable fundraising.
- 24 hour news and the CNN effect

2022-23 Medway Module Handbook

JN509 Reporting Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022 - assessment pattern is not exactly what the spec says (vis-a-vis the essay plans, but convenor advises that this is what the 'seminar participation' actually is(!))

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the evolution of conflict reporting since 1935
2. Devise and sustain complex arguments concerning issues including the roles of censorship, propaganda and embedding
3. Demonstrate a detailed understanding of current professional practice in conflict reporting
4. Demonstrate detailed knowledge of current research in conflict reporting
5. Critically evaluate the range of attitudes and values arising from the complexity and diversity of contemporary conflict reporting.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of advanced techniques to initiate and undertake critical analysis of ideas and information.
2. Effectively communicate information, arguments and analysis.
3. Demonstrate advanced skills of self-discipline, self-direction and reflexivity.
4. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas.

Method of Assessment

Main assessment methods

40% Essay 1 (3,000 words)

40% Essay 2 (3,000 words)

10% Essay Plan 1

10% Essay Plan 2

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Hastings, M (2000). *Going to the Wars*. London: Macmillan.

Knightley, P (2006). *The First Casualty: The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*. US: John Hopkins.

Loyd, A (2000). *My War Gone By, I miss it so*. London: Anchor.

Loyn, D (2006). *Frontline: The True Story of the British Mavericks Who Changed the Face of War Reporting*. London: Michael Joseph.

Simpson, J (2008). *News From No Man's Land: Reporting the World*. London: Pan.

Waugh, E (2003). *Scoop: A Novel About Journalists*. London: Penguin.

Pre-requisites

None

Synopsis <span style =

Indicative topics are:

- How conflict reporting has developed from the 1930s to the digital multimedia reporting of the 21st century
- Journalism, patriotism and propaganda: war as a severe test of journalistic integrity and independence
- Embeds, independents and reporters' security
- Reporting terrorism
- The political impact of war reporting

2022-23 Medway Module Handbook

JN511 Freedom of Expression, the Law and the Media						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	60% Coursework, 40% Exam	
1	Medway	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

Compulsory to the following courses: BA (Hons) Journalism

Contact Hours

Total Contact Hours: 42

Private Study Hours: 258

Total Study Hours: 300

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand, in detail, those elements of the English legal system within which the law relating to freedom of expression and the media is administered.
2. Identify the main literature and sources relevant to the law relating to freedom of expression and the regulation of the media, and to use key research techniques in locating and using those materials.
3. Identify the main functions and principles of law relating to freedom of expression and the media.
4. Understand, critically, the ethical principles underlying the notion of freedom of expression, its promotion by the state and also the restrictions placed upon it by the law in England and Wales.
5. Critically assess the tensions between the state's support of freedom of expression and the legal restrictions placed upon it.
6. Critically examine the role of a free media in a democracy.
7. Understand and critically examine the efficacy of the restrictions placed upon the media by the law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information.
2. Engage in meaningful debate about issues faced by media professionals.
3. Use primary and secondary source material to present accurate and reasoned arguments.
4. Correctly apply the law to complex scenarios.
5. Consider and evaluate their work with reference to professional standards.

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) - 30%

Coursework – essay (4000 words) - 70%

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Barendt E (2005), *Freedom of Speech*, 2nd edn, OUP, Oxford.

Barendt E et al (2014), *Media Law: Text, Cases and Materials*, 2nd edn, Pearson education, Harlow.

Fenwick H and Phillipson G (2006), *Media Freedom under the Human Rights Act*, OUP, Oxford.

Hanna M and Dodds M (2020), *McNae's Essential Law for Journalists*, 25th edn, OUP, Oxford.

Quinn F (2018), *Law for Journalists*, (6th edn, Pearson Education, Harlow.

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

None

Restrictions

Only available to BA Journalism students. Compulsory to the BA (Hons.) Journalism

2022-23 Medway Module Handbook

Synopsis *

Basic Introduction to the English legal system. Introduction to the theory of, and law relating to, Freedom of Expression. Defamation. Breach of confidence and privacy. Contempt of Court. Reporting – courts and current events. Protection of journalists and their sources. Censorship. Copyright. Freedom of Information and Data Protection. Official Secrets.

JN512		Sports Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	70% Coursework, 30% Exam	
1	Medway	Spring	H	15 (7.5)	70% Coursework, 30% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the cultural, historical and social context within which sports journalism has developed since the beginning of the Twentieth Century.
- 8.2 Apply key reporting processes, principles and skills learned in Reporting and Writing I and Reporting and Writing II in previous years to the particular demands of sports journalism in print and online.
- 8.3 Understand the regulatory framework of sports in the UK and the extent to which sports journalists hold regulatory and funding bodies to account.
- 8.4 Understand the impact that increasing commercialisation has had on major sports and on the way sports are reported.
- 8.5 Use online tools to produce instant minute-by-minute updates of live sporting events, followed by detailed match reports within minutes of the final whistle.
- 8.6 Read widely within the genre of sports journalism and understand the difference between news, commentary, analysis and features in that context.
- 8.7 Learn the practical skills necessary to pass the National Council for the Training of Journalists' exam in sports journalism, as part of the professionally recognised NCTJ diploma.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather, organise and deploy information to make arguments coherently and communicate them to a professional standard.
- 9.2 Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
- 9.3 Make use of appropriate terminology when writing or speaking about sports.
- 9.4 Consider and evaluate their work with reference to professional standards.

Method of Assessment

Main assessment methods

Match Report (1,000 words) (30%)

Feature (3,000 words) (40%)

Examination, 2 hour (30%)

Reassessment methods

Like for Like

Preliminary Reading

Sports Journalism by Phil Andrews (Sage, 2005)

Sports Journalism: Context and Issues by Raymond Boyle (Sage, 2006)

The Pits: The Real World of Formula One by Beverley Turner (Atlantic Books, 2004)

The Great Reporters by David Randall (Pluto Press, 2005)

Journalism: Principles and Practice by Tony Harcup (Sage, 2009)

Pre-requisites

JOURN3010 Reporting and Writing I

JOURN5020 Reporting and Writing II

2022-23 Medway Module Handbook

Synopsis *

Indicative topics are:

- Writing match reports, analysis and commentary for print and online to tight deadlines
- Using online tools, including social media, to produce minute-by-minute coverage of live events and increase audience
- Understand the impact of new media on sports journalism
- The social, historical and cultural context of sports journalism.
- Running too close to the circus – "fans with typewriters" and sports journalism's relationship with the PR industry
- The impact of commercialisation of sport on sports journalism
- Holding sports bodies to account – the structure of governing bodies and government departments

JN513		Political Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
1	Medway	Spring	H	15 (7.5)	60% Coursework, 40% Exam	
1	Medway	Spring	H	15 (7.5)	70% Coursework, 30% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding of key features of the structural relationship between the fields of politics and journalism.
- 8.2 Demonstrate a detailed knowledge about source influence models and be able to critically evaluate debates about the merits of particular models.
- 8.3 Demonstrate a comprehensive knowledge of the recent historical evolution of governmental communication processes and parliamentary reporting practices.
- 8.4 Demonstrate a systematic understanding of how social media and the 24-hour news cycle are transforming political journalism and be able to critically assess the merits and shortcomings of such technological and economic changes in the production of quality journalism.
- 8.5 Demonstrate detailed knowledge about language use and the exercise of power relations in interrogative encounters between journalists and politicians.
- 8.6 Demonstrate a comprehensive knowledge of journalistic framings of leadership and public opinion in political reporting.
- 8.7 Demonstrate a systematic understanding of the complex interplay between news and opinion in political reporting and evaluate such changes in the contexts of the contributions of journalism to the democratic health of a society.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of the key concepts and theories of the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects.
- 9.3 Comprehensively implement research and writing skills in individual written work.
- 9.4 Comprehensively implement oral communication skills in group study contexts.
- 9.5 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Essay (4000 words) (60%)

Examination, 2 hour (40%)

Reassessment methods

Like for Like

2022-23 Medway Module Handbook

Preliminary Reading

Benson, R. & Neveu, E. (2005) (eds.) Bourdieu and the Journalistic Field. Malden, MA: Polity.
Cottle, S. (ed.) (2003) News, Public Relations and Power. London: Sage.
Franklin, B. (2004) Packaging Politics: Political Communications in Britain's Media Democracy. 2nd edn. London: Arnold.
Hargreaves, I. (2003) Journalism: Truth or Dare? Oxford: Oxford University Press.
Kuhn, R. & Neveu, E. (eds.) (2002) Political Journalism: New challenges, new practices. London: Routledge.
McNair, B. (2000) Journalism and Democracy: An evaluation of the political public sphere. London: Routledge

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis *

This module examines the reporting practices of political journalists, the institutional contexts of political journalism, and the interactions between journalists and sources across different forms of political reportage. It assesses the power of governmental communication, and the changing nature of contemporary political journalism. Forms of political reportage that will be investigated include: parliamentary reporting, political commentary, interviews and press conferences, and the role of social media in political reportage.

JN514 Propaganda-Media, Manipulation and Persuasion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism - compulsory

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding and critical awareness of key features and methods of propaganda and its dissemination through the media.
- 8.2 Demonstrate a detailed knowledge of and be able to critically evaluate debates on the application of particular models of propaganda.
- 8.3 Demonstrate a comprehensive knowledge of the historical evolution of propaganda and of the means of dissemination through the constantly changing forms of media from word of mouth to social media, and be able to critically reflect on the consequences of media development for the content and form of propaganda.
- 8.4 Demonstrate a comprehensive knowledge of the use of propaganda during wartime – with detailed knowledge of specific examples drawn from the wars of the 20th and 21st centuries.
- 8.5 Demonstrate a comprehensive knowledge and systematic understanding of the use of language in using propaganda to influence public opinion and human behaviour.
- 8.6 Demonstrate a systematic understanding of the spectrum of propaganda in the media.
- 8.7 Demonstrate a systematic understanding of the contexts of propaganda usage and the importance of content and intent analysis as measures of the phenomenon.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of the key concepts and theories of the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects.
- 9.3 Demonstrate strong research and writing skills.
- 9.4 Demonstrate strong oral communication skills.
- 9.5 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Essay (2500 words) (35%)

Presentation (30%)

Essay (2500 words) (35%)

Reassessment methods

Like for Like

2022-23 Medway Module Handbook

Preliminary Reading

Jacques Ellul, Propaganda: The Formation of Men's Attitudes, New York: Vintage, 1973

Garth Jowett and Victoria O'Donnell, Propaganda and Persuasion, Thousand Oaks, Ca: Sage, 2006

Edward Herman and Noam Chomsky, Manufacturing Consent: The Political Economy of Mass Media, New York: Pantheon Books, 1988

Keith Somerville, Radio Propaganda and the Broadcasting of Hatred: Historical Development and Definitions, Basingstoke: Palgrave/Macmillan, 2012

Phillip Taylor, Munitions of the Mind: A history of propaganda from the ancient world to the present day, Manchester:

Manchester University Press, 2003 edition

David Welsh, Propaganda: Power and Persuasion, London: British Library, 2013

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis *

The module examines the role of propaganda as a means of communication and persuasion and deals with the definitions, content, intent and methods of propaganda. It involves study and critical assessment of the role of propaganda in the two world wars, the Cold War, apartheid South Africa, Rwanda and contemporary conflicts and politics.

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JN517		Dissertation in Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 28

Private Study Hours: 422

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Identify, plan and sustain a supervised study in a specific area of Journalism
2. Understand the epistemological and methodological issues involved in research projects in journalism, and the relationship between these concepts
3. Conceptualise a question for investigation in the field of multimedia journalism, and to design the appropriate research methodology
4. Deploy the appropriate concepts in the study of journalism
5. Evaluate and interpret practical and/or theoretical concepts and principles relating to journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work with theoretical knowledge and apply theory to practical issues
2. Show awareness of the ethical, theoretical, epistemological and methodological dimensions of the scholarly work done in their discipline in general and their own work
3. Undertake analysis of existing areas of knowledge and make carefully constructed arguments
4. Achieve a level of conceptual understanding that will allow them to critically evaluate research, policies and practices
5. Use the libraries, the internet, bibliographic search engines, online resources, and effectively conduct research

Method of Assessment

Main assessment methods

Presentation – 10%

Plan (2,000 words) – 20%

Dissertation (10,000 words)- 70%

Reassessment methods

Like for like

Preliminary Reading

Altheide, D.L and Schneider, C.J. (2013), Qualitative Media Analysis. London: Sage

Atton, C. (2002) Alternative Media, London: Sage

Bignell, J. (1997) Media Semiotics: An Introduction, Manchester: Manchester University Press

Brennen, B. (2013) Qualitative Research Methods for Media Studies, New York: Routledge

Frost, C. (2000) Media Ethics and Self-Regulation, Harlow: Pearson Education

Gunter, B. (2000) Media Research Methods: Measuring Audiences, Reactions and Impact, London: Sage

Pink, S. (2007) Doing Visual Ethnography: Images, Media, and Representation in Research, London: Sage

Reeves, I (2014) The Newspapers Handbook, London: Routledge

Walliman, N.B. (2001) Your Research Project: A Step-by-Step Guide for the First-Time Researcher, London: Sage

Pre-requisites

None

Synopsis *

Students will build on and integrate their knowledge, skills and experience by undertaking an independent research project in the form of a supervised dissertation. Research can be undertaken in a broad range of areas, however it is expected that the content of the thesis will demonstrate clear links to other elements of the programme, for example, focusing on an aspect of the cultural and/or institutional role of journalism. The finished dissertation/project will therefore represent the synthesis and culmination of the skills and knowledge gained elsewhere on the programme.

JN520		Introduction to Media Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

2022-23 Medway Module Handbook

Availability

Optional to the following courses: BA (Joint Honours) One Other Subject WITH Journalism; BA (Joint Honours) One Other Subject AND Journalism

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

11/03/2022 - Evidence the Covid assessment pattern was temporary: <https://www.kent.ac.uk/socsci/documents/module-specs/2020-21/assessment%20changes%20covid/journalism.pdf>

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the key legal principles relevant to the production of multimedia journalism in England and Wales
2. Identify key reference literature and sources used in newsrooms and be able to apply them to common news situations
3. Critically examine how media law in England and Wales upholds the right to privacy and protects from reputational damage
4. Critically examine how media law in England and Wales upholds the right to a fair trial and the protections offered to victims and witnesses of crime
5. Understand how copyright law applies in the production of multimedia journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
2. Engage in meaningful debate about issues faced by media professionals
3. Use primary and secondary source material to present accurate and reasoned arguments
4. Correctly apply the law to simple scenarios
5. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Presentation (10 mins) 30%

Essay 3,000 words – 70%

Reassessment methods

Like for like

Preliminary Reading

Barendt E et al (2014), Media Law: Text, Cases and Materials, 2nd edn, Pearson

Hanna M and Dodds M (2016), McNae's Essential Law for Journalists, 23rd edn, OUP

Quinn F (2015), Law for Journalists, 5th edn, Pearson

Pre-requisites

None

Synopsis *

Journalists wield an extraordinary power in society. A single review can boost the career of an entertainer or end it. A single crime report can destroy the reputation of the accused, even if they are later found innocent. This module offers a basic introduction to the law as it applies to journalists in England and Wales. Topics covered will include: copyright and how it applies to newspapers, broadcasters and internet publishers; the rules governing crime reporters and how they guarantee a defendant's right to a fair trial; defamation and how the law protects people's reputations, and under what circumstances journalists can publish potentially harmful facts and opinions; the legal protection offered to private and confidential information.

Availability

Optional to the following courses: BA (Joint Honours) One Other Subject WITH Journalism; BA (Joint Honours) One Other Subject AND Journalism

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

11/03/2022 - Evidence the Covid assessment pattern was temporary: <https://www.kent.ac.uk/socsci/documents/module-specs/2020-21/assessment%20changes%20covid/journalism.pdf>

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the key legal principles relevant to the production of multimedia journalism in England and Wales
2. Identify key reference literature and sources used in newsrooms and be able to apply them to common news situations
3. Critically examine how media law in England and Wales upholds the right to privacy and protects from reputational damage
4. Critically examine how media law in England and Wales upholds the right to a fair trial and the protections offered to victims and witnesses of crime
5. Understand how copyright law applies in the production of multimedia journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
2. Engage in meaningful debate about issues faced by media professionals
3. Use primary and secondary source material to present accurate and reasoned arguments
4. Correctly apply the law to simple scenarios
5. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Coursework – presentation (10 minutes) – 30%

Coursework – essay (3000 words) - 70%

Reassessment methods

Like for like

Preliminary Reading

Barendt E et al (2014), Media Law: Text, Cases and Materials, 2nd edn, Pearson

Hanna M and Dodds M (2016), McNae's Essential Law for Journalists, 23rd edn, OUP

Quinn F (2015), Law for Journalists, 5th edn, Pearson

Pre-requisites

none

Synopsis *

Journalists wield an extraordinary power in society. A single review can boost the career of an entertainer or end it. A single crime report can destroy the reputation of the accused, even if they are later found innocent. This module offers a basic introduction to the law as it applies to journalists in England and Wales. Topics covered will include: copyright and how it applies to newspapers, broadcasters and internet publishers; the rules governing crime reporters and how they guarantee a defendant's right to a fair trial; defamation and how the law protects people's reputations, and under what circumstances journalists can publish potentially harmful facts and opinions; the legal protection offered to private and confidential information.

2022-23 Medway Module Handbook

JN522		Media Ethics and Regulation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	30 (15)	50% Coursework, 50% Exam	

Availability

BA Television and Digital Video Production

Contact Hours

Total contact hours: 44

Private study hours: 256

Overall: 300 hours

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand the basic structure of the legal and regulatory framework governing television production and broadcasting in the UK.

8.2 Identify the main literature and sources relevant to the regulation of the media, and to use key research techniques in locating and using those materials.

8.3 Identify the ethical issues faced by professionals in the television industry, and consider how such issues might be resolved.

8.4 Understand the main regulatory standards applicable to broadcasters, and apply those standards to scenarios.

8.5 Evaluate their own work by reference to current UK regulations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Understand the main legal and regulatory considerations relevant to TV production.

9.2 Collect, organise and deploy ideas and information in order to formulate arguments cogently and express them effectively.

9.3 Organise and manage supervised and self-directed projects.

9.4 Engage in meaningful debate about ethical issues faced by media professionals.

Method of Assessment

Case study report, 1,500 words: 30%

Presentation, 10-15 minutes in small groups: 20%

Exam, 2 hours: 50%

Preliminary Reading

Quinn, Law for Journalists (6th edn, Pearson 2018).

Hanna and Dodds, McNae's Law for Journalists (24th edn, OUP 2018).

Feintuck and Varney, Media Regulation, Public Interest and the Law (2nd edn, Edinburgh UP 2006).

Barendt and others, Media Law: Text, Cases and Materials (Pearson 2014).

Smarrt, Media & Entertainment Law (3rd edn, Routledge 2017).

Pre-requisites

None

Restrictions

Cannot be taken as wild module.

Synopsis *

This module explores the major ethical, regulatory, and legal considerations applicable to the production and broadcast of television programmes in the UK. Indicative subject list: introduction to the legal and regulatory framework; content standards (offensive or harmful material; accuracy and impartiality); commercial content and advertising regulation; protecting programme subjects/participants (privacy and fairness); copyright; contracts; defamation and privacy law; regulating emerging technologies (video on demand; internet and social media regulation).

2022-23 Medway Module Handbook

JN524		Production Project II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	30 (15)	100% Coursework	

Availability

BA Television and Digital Video Production

Contact Hours

Workshops: 12 hours

Supervisions: At least four one-hour sessions

Project work: 284 hours

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an advanced understanding of the key processes, principles and skills involved in producing video content for broadcast and online distribution

8.2 Work productively as part of a team to produce a complex television project, showing the ability to listen, contribute and lead effectively

8.3 Demonstrate an advanced understanding of the structure, hierarchy and workflow of television production teams

8.4 Manage and maintain a professional relationship with colleagues, presenters and talent

8.5 Consider and evaluate their work with reference to professional, ethical and legal standards

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Deliver work to a given brief, format, length and deadline

9.2 Demonstrate adaptability, creativity and reflexivity in producing output for a specified audience and market

9.3 Demonstrate competence with a range of professional equipment and software

9.4 Collate, organise and deploy ideas and information in order to formulate arguments cogently and express them effectively

Method of Assessment

Main assessment methods

100% coursework

Project (12 minutes of television for broadcast or online distribution): 70%

Log Book, 1,000 words: 15%

1,000 word reflective report 15%

Reassessment methods

Coursework 100%

Preliminary Reading

- Brown, L; Duthie, L. (2016) The TV Studio Production Handbook I.B.Tauris
- Katz, S. (2019) Film Directing Shot by Shot: Visualizing from Concept to Screen. Michael Wiese Productions.
- Singleton-Turner (2011) Cue & Cut: A Practical Approach to Working in Multi-Camera studios. Manchester University Press.
- Weston, Judith (2003) The film directors' intuition - script analysis and rehearsal techniques. Studio City, CA: Michael Wiese productions.

Pre-requisites

Television Project I

Television Craft I

Co-requisite:

Television Craft II

Restrictions

Cannot be taken as wild module.

Synopsis *

In this module students will work in teams of up to six people to produce a complex, multi-camera programme for live or as-live broadcast of 12 minutes. The programme will include also include pre-recorded content produced by students, and may involve managing presenters and guests. Students will rotate in vital production roles to produce the programme with supervision from tutors. Workshops at the start of term will explain the brief and teach students how to plan and manage the project, and regular supervisions will be scheduled during the planning and production stages. The module will largely involve independent work by students.

2022-23 Medway Module Handbook

JN600		Travel Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Evaluate and apply key concepts in the study of travel journalism, including the concept of the 'tourist gaze' and 'staged authenticity'
- 8.2 Demonstrate a systematic understanding of theoretical perspectives and concepts including; globalisation, postcolonial theory and cultural difference
- 8.3 Critically apply theoretical perspectives to a range of televisual, photographic and written "texts"
- 8.4 Demonstrate a knowledge and critical understanding of historical and cultural developments in travel and tourism
- 8.5 Demonstrate an understanding of the uses and limitations of relevant research methodologies
- 8.6 Be able to reflect critically on the codes and conventions of different forms of travel journalism and implement them effectively.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of the key concepts and theories of the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects.
- 9.3 Comprehensively implement research, writing and communications skills.
- 9.4 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Feature (1500 words) (30%)

Essay (2500 words) (30%)

Examination, 2 hour (40%)

Reassessment methods

Like for Like

Preliminary Reading

Berger, A. (2004) *Deconstructing travel: Cultural Perspectives on Tourism*, Lanham, Maryland: Alta Mira Press

Clark, S. (ed) (1999) *Travel Writing & Empire: Postcolonial Theory in Transit*, London: Zed

Cocker, M. (1992) *Loneliness and Time: British Travel Writing in the Twentieth Century*. London: Secker & Warburg

Crouch, D. & Lubben, N. (eds) (2003) *Visual Culture and Tourism*, Oxford: Berg

Crouch, D, Jackson, R & Thompson, F. (eds) (2005) *The Media & The Tourist Imagination Converging Cultures*, London: Routledge

Hanusch, F & Fursich, E (eds) (2014) *Travel Journalism Exploring Production, Impact and Culture*, Basingstoke: Palgrave MacMillan

Moss, Chris. (2008) 'Travel Journalism: the road to nowhere,' *British Journalism Review*, 19.1, pp. 33–40.

Rojek, C. & Urry, J. (Eds) (1997) *Touring Cultures: Transformations of Travel and Theory*, London: Routledge

Selwyn, T. (ed) (1996) *The Tourist Image: Myths and Myth Making in Tourism*, Sussex: Jack Wiley & Sons Ltd.

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis *

The module will introduce students to some of the key issues and debates surrounding travel and tourism. Principally:

- how might we differentiate between travel and tourism?
- how does our cultural experience shape our expectations of travel and tourism?
- as travellers and tourists how do we engage with different cultures?
- how does the media influence how we experience and practice travel and tourism?

These issues will be explored in relation to a range of media forms such as newspapers, magazines, television and radio programmes, blogs and social media.

2022-23 Medway Module Handbook

JN601		Television Production				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	

Availability

BA (Hons) Journalism – compulsory module

Year in Television and Online Broadcasting – compulsory module

Contact Hours

Contact Hours: 30

Private Study Hours: 420

Total Hours: 450

Department Checked

11/03/2022

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, develop and produce television segments which meet Ofcom broadcasting standards
- 2) Demonstrate a systematic understanding of the cultural space that television occupies within the mediascape
- 3) Comprehend the language of television from camera movements to editing techniques and the influence of evolving technology
- 4) Develop the teamwork and leadership skills required to organise live broadcasts
- 5) Reflect upon their own work, and critically evaluate each other's projects and proposals
- 6) Demonstrate a critical understanding of the legal, ethical and regulatory framework under which live TV broadcasting must operate in the UK
- 7) Develop content and branding to build an audience for their ideas and understand the relationship between the editorial and commercial aspects of television.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, manage and deliver a long term project
- 2) Deploy short, medium and long term organising skills
- 3) Display leadership and interpersonal skills by managing a team of their peers and guests

Method of Assessment

13.1 Main assessment methods:

100% coursework, comprising:

Project Pitch: approx. 10 minutes (10%)

Project Plan and Structure: At least 5 pages A4 (15%)

Final Project: Two 12-minute (approx.) TV segments (75%) *

* Students must pass the final project to pass the module

13.2 Reassessment methods:

Reassessment will be on a like-for-like basis. Students will have the opportunity to resubmit their two TV segments with additional filming/editing.

Preliminary Reading

Holland, P., 2017. The New Television Handbook. 5th edition ed. New York: Routledge.

Millerson, G., 2001. Effective TV Production. 13th edition ed. Oxford: Focal Press.

Orlebar, J., 2011. The Television Handbook. 4th Edition ed. Abingdon: Routledge.

Owens, J. & Millerson, G., 2009. Television Production. 15th edition ed. New York: Focal Press.

Palmerson, G., 2008. Exposing Lifestyle Television. New York: Routledge.

Pearl, M., 2017. The Solo Video Journalist. 1st edition ed. New York: Routledge: Taylor & Francis.

Pre-requisites

None

Restrictions

Not otherwise available as an optional or elective module

Synopsis *

This module will allow students to gain knowledge of television production from the planning stage through to its execution. During the Autumn term they will learn the language of television, camera work, scripting, organising a production, how to pitch a segment for a broadcaster, filming, editing, organising a crew and directing a live TV programme. They will then produce a TV segment in the genre of their choice (e.g. current affairs, music, arts, cooking etc) with support from their peers and academic staff.

2022-23 Medway Module Handbook

JN602 Essentials of Television Production						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Availability

Wild module only

Contact Hours

Contact hours: 30 hours

Private study 270 hours.

Total hours 300

Department Checked

11/03/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, develop and produce television segments which meet Ofcom broadcasting standards
- 2) Understand the cultural space that television occupies within the mediascape
- 3) Comprehend the language of television from camera movements to editing techniques
- 4) Develop the teamwork and leadership skills required to organise a live TV broadcast
- 5) Reflect upon their own work, and evaluate each other's projects and proposals
- 6) Understand the legal, ethical and regulatory framework under which live TV broadcasting must operate in the UK

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, manage and deliver a long term project
- 2) Understand the ethical, practical and legal dimensions of working in live television production
- 3) Deploy short, medium and long term organising skills
- 4) Understand the language of visual narrative and video storytelling
- 5) Display leadership and interpersonal skills by managing a team of their peers and guests

Method of Assessment

Main assessment methods:

Project Pitch: 10 minutes 10%

Project Plan and Structure: At least 5 pages A4: 15%

Final Project: One 12 minute TV segment: 75%

Reassessment methods:

Reassessment will be on a like-for-like basis. Students will have the opportunity to resubmit their TV segments with additional filming/editing.

Preliminary Reading

Holland, P., 2017. The New Television Handbook. 5th edition ed. New York: Routledge.

Millerson, G., 2001. Effective TV Production. 13th edition ed. Oxford: Focal Press.

Orlebar, J., 2011. The Television Handbook. 4th Edition ed. Abingdon: Routledge.

Owens, J. & Millerson, G., 2009. Television Production. 15th edition ed. New York: Focal Press.

Palmerson, G., 2008. Exposing Lifestyle Television. New York: Routledge.

Pearl, M., 2017. The Solo Video Journalist. 1st edition ed. New York: Routledge: Taylor & Francis.

Pre-requisites

None

Restrictions

Only available as Wild Module to Stage 3 students.

Synopsis *

This module will allow students to gain knowledge of television production from the planning stage through to its execution. During the Autumn term they will learn the language of television, camera work, scripting, organising a production, how to pitch a segment for a broadcaster, filming, editing, organising a crew and directing a live TV programme. They will then produce a TV segment in the genre of their choice (e.g. current affairs, music, arts, cooking etc) with support from their peers and academic staff.

2022-23 Medway Module Handbook

JN603		Essential Media Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	15 (7.5)	100% Coursework	
1	Medway	Whole Year	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Compulsory to the Year in Journalism

Contact Hours

Total contact hours: 42

Total private study hours: 108

Total module study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the key legal principles relevant to the production of multimedia journalism in England and Wales.
2. Identify key reference literature and sources used in newsrooms and be able to apply them to common news situations.
3. Critically examine how media law in England and Wales upholds the right to privacy and protects from reputational damage.
4. Critically examine how media law in England and Wales upholds the right to a fair trial and the protections offered to victims and witnesses of crime.
5. Articulate how copyright law applies in the production of multimedia journalism.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Deal with complex issues logically and thoughtfully, make sound judgements and communicate conclusions clearly.
2. Use independent learning techniques to continue their professional development.
3. Demonstrate self-direction and originality in tackling and solving legal and ethical issues faced by media professionals.

Method of Assessment

Main assessment methods

Coursework – 2 x narrative Moodle quizzes (45 minutes each) – and 50% each

Reassessment methods

Like for like

Preliminary Reading

Hanna M and Dodds M, McNae's Essential Law for Journalists (25th edn, OUP 2020)

Quinn, F. (2018), Law for Journalists, 6th ed, Pearson

Pre-requisites

None

Restrictions

For "Year in Journalism" students only

Synopsis *

This module prepares students to pass the National Council for the Training of Journalists' exam Essential Media Law and Regulation. It provides a comprehensive and practical understanding of key concepts for professional journalists including: press freedom; defamation – components and defences; privacy; copyright; breach of confidence; regulation and self-regulation of media; contempt of court.

2022-23 Medway Module Handbook

JN604		British Public Affairs				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

Year in Journalism – compulsory module

Contact Hours

Total Contact Hours: 48

Private Study Hours: 102

Total Study Hours: 150

Department Checked

Yes LSSJ Covid AP permanent as discussed 24.3.21

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Show detailed understanding of the basic principles of the British constitution, the functions of Britain's national political institutions and their role in delivering accountable and representative outcomes
- 2) Demonstrate a comprehensive understanding of the electoral process, comparative electoral systems and the key issues facing electoral participation in a modern democracy
- 3) Show familiarity with how a range of approaches can be used to investigate how British political systems work, and with what success, and have some understanding of comparative systems
- 4) Demonstrate a detailed understanding of the structure and financing of public services including the National Health Service and social services

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Gather, organise and deploy information in order to formulate arguments cogently and confidently
- 2) Work confidently with abstract ideas and argue from competing perspectives
- 3) Comprehensively implement research and writing skills in individual written work
- 4) Exercise independent learning skills and organise study in an efficient and professional manner

Method of Assessment

Main assessment methods

In-course test, (45 mins.) – 50%

In-course test, (45 mins.) – 50%

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Morrison, J (2013), *Essential Public Affairs for Journalists*, 3rd edn, Oxford University Press, Oxford
Leach, R, Coxall, B and Robins, L (2011), *British Politics*, 2nd edn, Palgrave Macmillan, Basingstoke
Jones, B and Norton, P (2010), *Politics UK*, 7th edn, Pearson, Harlow
Moran, M (2011), *Politics and Governance in the UK*, 2nd edn, Palgrave Macmillan, Basingstoke
Judge, D (2005), *Political Institutions in the United Kingdom*, Oxford University Press, Oxford
Kavanagh, D, et al (2006), *British Politics*, 5th edition, Oxford University Press, Oxford
Peele, G (2004), *Governing the UK. British Politics in the 21st Century*, 4th edn, Blackwell, Oxford
Jones, B (2010), *Dictionary of British Politics*, 2nd edn, Manchester University Press, Manchester

Pre-requisites

None

Restrictions

Only for Year in Journalism students

Synopsis *

This module prepares journalists to hold power to account by developing a thorough understanding of the British political system, focusing on recent political and constitutional developments. It will investigate topics such as the roles of Parliament, the Prime Minister and Cabinet, regional authorities, political parties, and the electoral system. It will assess key issues facing democratic government and institutions within the UK, analysing for example the role of Europe, the challenges posed by devolution, the Treasury and the National Health Service. There will also be discussion of contemporary political behaviour, including the issue of political participation. This module prepares students to sit the National Council for the Training of Journalists' (NCTJ) professional exam in public affairs.

2022-23 Medway Module Handbook

JN605		Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	60% Coursework, 40% Exam	

Availability

Year in Journalism – compulsory module

Contact Hours

Total contact hours: 144

Private Study Hours: 306

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Show a thorough understanding of different forms of journalism and a critical awareness of how they are practiced professionally alongside the principles of accuracy and fairness
- 2) Produce publishable news reports and features for publication in print and online with reference to professional ethics and standards
- 3) Understand the principles of investigative reporting including thorough research, following leads to a conclusion and treating statements by vested interests with due scepticism
- 4) Be able to evaluate current newsgathering and reporting techniques used in professional newsrooms and develop critiques of them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Exercise initiative and personal responsibility in gathering, organising and deploying information
- 2) Make informed decisions and demonstrate self-direction in coping with complex and unpredictable situations
- 3) Consider and evaluate their work with reference to professional standards and develop critiques accordingly
- 4) Use information technology to complete a range of tasks to a set brief and deadline

Method of Assessment

Main assessment methods

1 x Timed newswriting test (45 mins) 25%

1 x Journalism portfolio (2,500 words) 75% - PASS COMPULSORY

Reassessment methods

Like for like

Preliminary Reading

Harcup T (2011), Journalism Principles and Practice, Sage Publications

Hicks W et al (2008), Writing for Journalists, Routledge

Marr A (2005), My Trade, Pan

Randall D (2011), The Universal Journalist, Pluto Books

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

Smith J (2010), Essential Reporting, Sage Publications

Pre-requisites

None

Restrictions

For "Year in Journalism" students only

Synopsis *

Students will learn to identify what makes a story, develop newsgathering techniques to draw information from a range of sources and hone their writing skills to produce clean, accurate copy to a deadline. Students will consider how journalists should conduct themselves in public with reference to the Independent Press Standards Organisation code and other professional standards. Students will learn the difference between hard news, comment and features and be able to produce work for a range of outlets and audiences. This module will also prepare students to pass the National Council for the Training of Journalists' professional exams in reporting and journalism ethics.

2022-23 Medway Module Handbook

JN606 Practical Multimedia Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	75% Coursework, 25% Exam	

Availability

Year in Journalism

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a systematic understanding and a critical awareness of the current key concepts of news delivery for online platforms
- 2) Have a comprehensive understanding of current thinking behind the economics of news delivery in different media and its implications for the industry
- 3) Have a comprehensive understanding of the fundamental technologies used in the gathering, production and dissemination of news in an online environment
- 4) Demonstrate professional skills and originality in using new and established techniques to produce quality journalism in text, audio and video
- 5) Produce properly structured multimedia journalism packages suitable for an international, national or regional audience

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Work effectively as individuals and in a team environment, exercising initiative and personal responsibility
- 2) Make informed decisions about deployment of resources in planning, gathering, producing and disseminating information in complex and unpredictable situations
- 3) Use complex multimedia hardware and software in an original and professional way with a specific audience in mind
- 4) Present systematic and creative analytical arguments based on a detailed understanding of economic, social and professional factors influencing media industry decision-makers

Method of Assessment

Main assessment methods

TV Assignment 1 – 12.5%

Print Assignment 2 – 12.5%

Radio Assignment 3 – 12.5%

Online Assignment 4 – 12.5%

Blog Postings (one per term) – 12.5%

News Conference Pitches (three per term) – 12.5%

Examination (two hours) – 25%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press

Harrower T (2007), *The Newspaper Designer's Handbook*, 6th ed, McGraw-Hill

Quinn S and Filak V F (2005), *Convergent Journalism*, Focal Press

Ray V (2003), *The Television News Handbook*, Macmillan

Ward M (2002), *Journalism Online*, Focal Press

Pre-requisites

None

Restrictions

For "Year in Journalism" students only

Synopsis *

This module equips students with the skills to produce journalism for TV, radio, print and multimedia online platforms to a professional standard. It includes the professional use of cameras, editing software and television studio production facilities; professional use of audio recording equipment, editing software and radio studio production facilities; print production software and facilities; and advanced use of multimedia authoring software and image manipulation software. It involves team work in radio, television, print and online news production. It also considers the culture, history and development of British journalism and the impact of online technologies on planning, reporting, producing and disseminating news. The skills learned on this module will prepare students to take several professional exams set by the National Council for the Training of Journalists (NCTJ).

2022-23 Medway Module Handbook

JN607 Specialist Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

BA (Hons) Journalism

BA (Hons) One Other Subject and Journalism

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a systematic knowledge and understanding of how journalists develop a specialism

8.2 Deploy some of the key intellectual and practical skills or capabilities used by specialist journalists working in the digital world

8.3 Demonstrate critical analysis by exploring major issues, debates and commentators or major thinkers within a chosen specialism

8.4 Demonstrate the ability to carry out various forms of independent research in a chosen field of specialist journalism and to assess and evaluate key topics and events and their portrayal in different parts of the media

8.5 Produce multimedia journalistic work to industry standards involving text, images, audio or video, involving sustained independent and critical enquiry

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate the intellectual skills of research, analysis and synthesis

9.2 Demonstrate how to gather, organise and deploy ideas and sustain narrative, argument and analysis using written and digital techniques

9.3 Communicate complex ideas and material clearly, confidently and in an engaging manner

9.4 Collaborate with colleagues to develop skills and produce engaging journalistic content

9.5 Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Assessed by coursework portfolio (100%)

To include:

News feature (2,000 words): 30%

News stories (2 x 600 words): 30%

Illustrated live two-way broadcast (4 minutes): 30%

Log-book (500 words), to include research methods, contact-building and list of employers of journalists in their chosen specialism – 10%

Reassessment methods

Like for like

Preliminary Reading

Marr, A. (2004), *My Trade*, Macmillan

Husain, M. (2018), *The Skills*, 4th Estate

Bull, A. (2010), *Multimedia Journalism: A Practical Guide*, Routledge

Gillmore, D. (2010), *MediaActive: A User's Guide to Finding, Following and Creating the News*, O'Reilly

Briggs, M. (2009), *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, CQ Press

Pre-requisites

JOUR3010 and JOUR5020 Reporting and Writing I and II (Medway)

Restrictions

Only available to students studying either:

BA (Hons) Journalism, or

BA (Hons) One Other Subject and Journalism

Synopsis *

This module will give students an introduction to the skills and habits specialist journalists need in a digital age, as well as encouraging them to develop their own specialism in journalism. It will include studying and critically analysing the key issues and debates in a specific subject area, communicating complex ideas in a simple and engaging way to a general audience, building contacts and expertise, and a critical look at the jobs market for specialists.

2022-23 Medway Module Handbook

JN610		Work Placement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	

Availability

BA Television and Digital Video Production

Contact Hours

Work experience: minimum 60 hours

Seminars on campus: 8 hours

Independent study 232 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically reflect on professional practice based on personal experience in a working environment involved in the production of television and/or digital video content
- 8.2 Demonstrate a critical understanding of the requirements of the role/institution in which they were placed
- 8.3 Understand the importance of commissioning and funding structures in the television industry and work within them
- 8.4 Demonstrate a practical and critical understanding of the ethical, regulatory and legal considerations relevant to television and video production

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Work in flexible, creative and independent ways showing self-discipline and awareness of professional standards in a working environment
- 9.2 Collate, organise and deploy ideas and information clearly
- 9.3 Organise and manage supervised and self-directed projects
- 9.4 Work productively in a group or a team, showing the ability to listen, contribute and lead effectively

Method of Assessment

Main assessment methods

100% coursework, including:

Log book (1,000 words) – 15%

Two placement reports (1,500 words each) – 50%

Seminar presentation (10 minutes) – 35%

Reassessment methods

100% coursework

Pre-requisites

None

Restrictions

This module cannot be taken wild

Synopsis >*

This module is organised around a work experience placement undertaken at a business relevant to the BA Television and Digital Video Production. This may be KMTV or another company involved in the creation of live, as-live or pre-recorded video content for broadcast or distribution online. Students must arrange their own placements, with support and guidance from their tutors. It must be a minimum of 60 hours. The placement must be signed-off by the Director of Graduate Studies before it may commence.

The curriculum is flexible to allow students to work around other modules and to complete the placement across the academic year. Placements should be researched and confirmed during the Autumn Term and completed by the end of the Spring Term.

Seminar sessions on campus will be organised to reflect the placements, offering appropriate guidance and reading, discussion and critical reflection. They are an opportunity for students to reflect on what they have achieved and share their experiences with peers.

2022-23 Medway Module Handbook

JN800		Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	45 (22.5)	100% Coursework	
2	Medway	Whole Year	M	45 (22.5)	60% Coursework, 40% Exam	

Availability

MA Multimedia Journalism (compulsory module)

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of different forms of journalism and a critical awareness of how they are practised professionally alongside the principles of accuracy and fairness
2. Demonstrate a comprehensive understanding of the principles of investigative reporting, including thorough research, following leads to a conclusion and treating statements by vested interests with due scepticism
3. Demonstrate originality in the application of knowledge using established techniques and under realistic deadline conditions
4. Be able to evaluate current newsgathering and reporting techniques used in professional newsrooms and develop critiques of them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Exercise initiative and personal responsibility in gathering, organising and deploying information in order to formulate arguments coherently and communicate them fluently
2. Make informed decisions and demonstrate self-direction in coping with the complex and unpredictable situations
3. Consider and evaluate own work with reference to professional standards and develop critiques accordingly
4. Present systematic and creative analytical arguments on current practise and research.

Method of Assessment

Main assessment methods

coursework - Timed Newswriting test – 25%

Coursework - Reporting Portfolio – 75% *

* students must attain a mark of at least 50% in the portfolio to pass the module overall.

Reassessment methods

Like for like

Preliminary Reading

Barber L (1999), *Demon Barber*, Penguin

Beckett C (2008), *Supermedia: Saving Journalism so it can Save the World*, Oxford

Bernstein C and Woodward B (1974), *All the President's Men*, Bloomsbury

Fenton N (ed) (2009), *New Media, Old News*, Sage

Frayn M (2011), *Travels with a Typewriter*, Faber

Frost C (2011), *Journalism Ethics and Regulation*, Longman

Gelhorn M (2015), *View from the Ground*, Granta

Harcup T (2015), *Journalism Principles and Practice*, Sage

Meyer P (2009), *The Vanishing Newspaper: Saving Journalism in the Internet Age* University of Missouri Press

Shannon R (2001), *A Press Free and Responsible*, John Murray

Turner B and Orange R (eds) (2012), *Specialist Journalism*, Routledge

Weber R (2014), *Hemingway's Art of Non-Fiction*, St Martin's Press

Wolfe T (ed) (1975), *The New Journalism*, Picador

Pre-requisites

None

Synopsis *

Different forms of journalism and how they are structured. Distinguishing between comment, conjecture and fact.

Investigative reporting. The reporter's sources: how to find them, keep them and protect them. Taking a news story and re-writing it for another medium, adding sound, pictures, links and interactive comments. Working with user-generated content.

Following a crime story/court trial. Turning the contents of official reports into various forms of journalism. Textual analysis

of the writing styles of ground-breaking journalists. Study of common journalism transgressions.

2022-23 Medway Module Handbook

JN801 Journalism Law, Ethics and Regulation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	
2	Medway	Whole Year	M	30 (15)	50% Coursework, 50% Exam	

Availability

MA Multimedia Journalism (compulsory module)

Contact Hours

Total Contact Hours: 42

Private Study Hours: 258

Total Study Hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the concepts, principles and rules governing the restrictions on freedom of expression in the media by the law
2. Critically evaluate the debate surrounding tensions that arise between the desire to promote free speech and the recognition that certain controls on it may be necessary
3. Demonstrate a comprehensive understanding of the role of a free press within society and how it developed
4. Show critical awareness of the application of English law and the European Convention on Human Rights with regard to the media
5. Demonstrate a comprehensive understanding of how journalism is regulated and develop critiques of regulation in its various forms
6. Show a systematic understanding of the ethical issues that journalists confront and use original application of knowledge to interpret them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Deal with complex issues systematically and creatively, make sound judgements and communicate conclusions clearly
2. Use independent learning techniques to continue their professional development
3. Demonstrate self-direction and originality in tackling and solving issues

Method of Assessment

Assessment is 100% coursework

Essay 1, 2,500 words – 30%

Essay 2, 4,000 words – 70%

Reassessment methods

Like for like

Preliminary Reading

Quinn F, Law for Journalists, 6th edn, Pearson (2018)

Rowbottom J, Media Law, Hart (2018)

Barendt E, Freedom of Speech, 2nd edn, OUP (2007)

Barendt E and others, Media Law: Text, Cases and Materials, Pearson (2014)

Hanna M and Dodds M, McNae's Essential Law for Journalists, 25th edn, OUP (2020)

Pre-requisites

None

Synopsis <span style =

Concepts of press freedom. Defamation – components and defences. Privacy, copyright, breach of confidence. Regulation and self-regulation of media. Contempt of court. Censorship.

2022-23 Medway Module Handbook

JN802		Practical Multimedia Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	45 (22.5)	100% Coursework	
2	Medway	Whole Year	M	45 (22.5)	60% Coursework, 40% Exam	
2	Medway	Whole Year	M	45 (22.5)	75% Coursework, 25% Exam	

Availability

MA Multimedia Journalism (compulsory module)

Contact Hours

Total Contact Hours: 96
Private Study Hours: 354
Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding and a critical awareness of the current key concepts of news delivery for online platforms
2. Show a comprehensive understanding of the fundamental technologies used in the gathering, production and dissemination of news
3. Demonstrate professional skills and originality in using new and established techniques to produce quality multimedia journalism
4. Produce properly structured multimedia journalism news suitable for an international, national or regional audience
5. Use complex multimedia hardware and software in an original and professional way with a specific audience in mind

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work effectively as individuals and in a team environment, exercising initiative and personal responsibility
2. Make informed decisions about deployment of resources in planning, gathering, producing and disseminating information in complex and unpredictable situations

Method of Assessment

Assessment 100% by coursework
TV Assignment 1 – 20%
Print Assignment 2 – 20%
Radio Assignment 3 – 20%
Online Assignment 4 – 20%
Blog Postings – 10%
News Conference Pitches – 10%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press
Harower T (2007), *The Newspaper Designer's Handbook*, 6th ed, McGraw-Hill
Hudson G and Rowlands S (2007), *The Broadcast Journalism Handbook*, 1st ed, Longman
Quinn S and Filak V F (2005), *Convergent Journalism*, Focal Press
Ray V (2003), *The Television News Handbook*, Macmillan
Ward M (2002), *Journalism Online*, Focal Press

Pre-requisites

None

Synopsis *

Culture, history and development of British journalism in print, broadcast and online media. Professional use of cameras, editing software and television studio production facilities. Professional use of audio recording equipment, editing software and radio studio production facilities. Team working in radio, television, print and online news production. Advanced use of multimedia authoring software, image manipulation software and print production facilities. The impact of online technologies on planning, reporting, producing and disseminating news.

2022-23 Medway Module Handbook

JN804 Dissertation in Multimedia Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Project	

Availability

MA Multimedia Journalism

MA International Multimedia Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 276

Total Study Hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Show critical understanding of the epistemological and methodological issues involved in the research design of projects in multimedia journalism, and the relationship between these concepts
2. Conceptualise a question for investigation in the field of multimedia journalism, and to design the appropriate research methodology
3. Deploy the appropriate concepts in the study of multimedia journalism
4. Follow logically the research design, overcoming anticipated and unanticipated problems in the empirical research, to achieve the production of a dissertation
5. Apply theoretical perspectives in multimedia journalism to appropriate case studies

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work with theoretical knowledge and effectively apply theory to practical issues
2. Show awareness of the ethical, theoretical, epistemological and methodological dimensions of the scholarly work done in their discipline in general and in their own work
3. Undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
4. Achieve a level of conceptual understanding that will allow them to critically evaluate research, policies and practices
5. Critically engage in academic and professional discussion with others
6. Use the libraries, the internet, bibliographic search engines, online resources, and effectively conduct research

Method of Assessment

Main assessment methods

Dissertation Pitch – 10%

Dissertation (10,000 words) – 90%

Reassessment methods

Like for like

Preliminary Reading

Fenton N (ed) (2010), *New Media, Old News: Journalism and Democracy in the Digital Age*, Sage

Phelps, Fisher and Ellis (2007), *Organising and Managing Your Research: A Practical Guide for Postgraduates*, Sage

Potter S. (ed) (2006), *Doing Postgraduate Research*, Sage/Open University, 2nd ed

Wisker G (2007), *The Postgraduate Research Handbook*, Basingstoke: Palgrave, 2nd ed

Pre-requisites

None

Synopsis *

The module will guide the student through the research process including identifying the original 'problem'; defining a suitable research 'question'; choosing a method; designing the research; the use of research materials and resources; conducting research; drafting, writing and submitting the dissertation. The module will demonstrate how different concepts are used in different subject-specific contexts that represent the main fields of inquiry, including ethical analysis, legal analysis, political analysis, historical analysis, and economic analysis.

2022-23 Medway Module Handbook

JN805		British Public Affairs				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	30 (15)	50% Coursework, 50% Exam	
2	Medway	Autumn	M	30 (15)	60% Coursework, 40% Exam	
2	Medway	Autumn	M	30 (15)	75% Coursework, 25% Exam	
2	Medway	Spring	M	30 (15)	50% Coursework, 50% Exam	

Availability

MA Multimedia Journalism (compulsory module)

Contact Hours

Total Contact Hours: 36

Private Study Hours: 264

Total Study Hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Show detailed understanding of the basic principles of the British constitution, the functions of Britain's national political institutions and their role in delivering accountable and representative outcomes.
2. Demonstrate a comprehensive understanding of electoral processes, and the key issues facing electoral participation in a modern democracy.
3. Demonstrate a comprehensive appreciation of the advantages and disadvantages of the "Westminster model".
4. Show a critical understanding of how a range of approaches can be used to investigate how British political systems work, and with what success, and have some understanding of comparative systems.
5. Demonstrate a detailed understanding of the structure and financing of public services..
6. Understand the development and principles of British democracy and constitution in the era of universal suffrage.
7. Demonstrate a critical awareness of current political issues.
8. Show detailed understanding of the key concepts and theories in the academic literature relating to British politics and journalism.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Comprehensively implement research and writing skills in individual written work.
2. Communicate effectively with a variety of audiences and/or using a variety of methods
3. Exercise independent learning skills and organise study in an efficient and professional manner.

Method of Assessment

Main assessment methods

Essay (3,000 words) – 30%

Seminar participation – 20%

Examination (3 hrs) – 50%

Reassessment methods

Like for like

Preliminary Reading

Jones, B (2010), Dictionary of British Politics, 2nd edn, Manchester University Press, Manchester

Jones, B and Norton, P (2010), Politics UK, 7th edn, Pearson, Harlow

Judge, D (2005), Political Institutions in the United Kingdom, Oxford University Press, Oxford

Kavanagh, D, et al (2006), British Politics, 5th edition, Oxford University Press, Oxford

Leach, R, Coxall, B and Robins, L (2011), British Politics, 2nd edn, Palgrave Macmillan, Basingstoke

Moran, M (2011), Politics and Governance in the UK, 2nd edn, Palgrave Macmillan, Basingstoke

Morrison, J (2013), Essential Public Affairs for Journalists, 3rd edn, Oxford University Press, Oxford

Peele, G (2004), Governing the UK. British Politics in the 21st Century, 4th edn, Blackwell, Oxford

Pre-requisites

None

Synopsis >*

This module provides an overview of the British political system, focusing on recent political and constitutional developments. It will investigate topics such as the roles of Parliament, the Prime Minister and Cabinet, political parties, and the electoral system. It will assess key issues facing democratic government and institutions within the UK, analysing for example the role of Europe, the challenges posed by devolution, the Treasury and the National Health Service. There will also be discussion of contemporary political behaviour, including the issue of political participation.

2022-23 Medway Module Handbook

JN806 Reporting Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	100% Coursework	
2	Medway	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	
2	Medway	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	

Availability

MA Multimedia Journalism (optional module)
MA in International Multimedia Journalism (optional module)

Contact Hours

Total Contact Hours: 24
Private Study Hours: 126
Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a sophisticated understanding of the evolution of conflict reporting since 1935
2. Have a detailed understanding of arguments concerning censorship, propaganda and embedding
3. Critique aspects of current professional practice in conflict reporting
4. Articulate sophisticated comment upon aspects of current research in conflict reporting
5. Show insight into the range of attitudes and values arising from the complexity and diversity of contemporary conflict reporting.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Effectively communicate information, arguments and analysis.
2. Demonstrate self-direction and originality in understanding and analysing practical and ethical issues .

Method of Assessment

Main assessment methods
Essay 1, 4000 words (40%)
Essay 2, 4000 words (40%)
Essay plan 1 (10%)
Essay plan 2 (10%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Hastings, M (2000). Going to the Wars. London: Macmillan.
Knightley, P (2006). The First Casualty: The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq. US: John Hopkins.
Loyd, A (2000). My war gone by, I miss it so. London: Anchor.
Loyn, D (2006). Frontline: The True Story of the British Mavericks Who Changed the Face of War Re-orting. London: Michael Joseph.
Simpson, J (2008). News From No Man's Land: Reporting the world. London: Pan.
Waugh, E (2003). Scoop: a novel about journalists. London: Penguin.

Pre-requisites

None

Synopsis <span style =

The module engages with aspects of the way conflict reporting has developed from the 1930s to the digital multimedia reporting of the 21st century. The key topics are covered in seminars and lectures. They include the following: Journalism, patriotism and propaganda: war as a severe test of journalistic integrity and independence; Embeds, independents and reporters' security. Reporting terrorism . The political impact of war reporting. A number of seminars cover the events of key conflicts, and the way they were reported. These include wars in Chechnya; Afghanistan; Iraq, Syria, Ukraine, Northern Ireland. Lecture topics are up-to-date with current research.

2022-23 Medway Module Handbook

JN807 Advanced Multimedia Storytelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	100% Coursework	
2	Medway	Spring	M	15 (7.5)	80% Coursework, 20% Exam	

Availability

MA Multimedia Journalism – optional module

MA in International Multimedia Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding and a critical awareness of the current key concepts of news delivery for online platforms.
2. Demonstrate a comprehensive understanding of current thinking behind the economics of news delivery in different media and its implications for the industry.
3. Demonstrate a comprehensive understanding of the fundamental technologies used in the gathering, production and dissemination news in an online environment.
4. Demonstrate professional skills and originality in using new and established techniques to produce quality journalism in text, audio and video.
5. Produce properly structured multimedia journalism packages suitable for an international, national or regional audience.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work effectively, exercising initiative and personal responsibility
2. Make informed decisions about deployment of resources in planning, gathering, producing and disseminating information in complex and unpredictable situations
3. Confidently use information technology to perform a range of complex tasks
4. Gather, organise and deploy information to formulate complex arguments confidently and cogently

Method of Assessment

Main assessment methods

Online Journalism Project (80%)

Project Diary (20%) *

Students must pass the project diary in order to pass the module overall.

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Flash Journalism: How to create multimedia packages, by Mindy McAdams (Focal Press 2005)

Supermedia: Saving Journalism so it can save the world, by Charlie Beckett (Wiley Blackwell, 2008)

We The Media by Dan Gillmor (O'Reilly Media 2006)

Multimedia Journalism: a practical Guide by Andy Bull (Routledge, 2010)

MediaActive: a user's guide to finding, following and creating the news by Dan Gillmor (O'Reilly Media 2010)

Journalism Next: a Practical guide to digital reporting and publishing by Mark Briggs (CQ Press 2009)

Pre-requisites

Co-requisite: JOUR8020 (JN802) Practical Multimedia Journalism

Restrictions

Available as a module for the following two courses:-

MA Multimedia Journalism

MA in International Multimedia Journalism

Synopsis *

Indicative topics are:

- Linear and non-linear narrative structures
- The use of online and open-source tool research and create journalism projects
- The power of interactivity. Putting the user in control of the story.
- Visualisation of data
- Borrowing from Hollywood: quick cuts, splits screens and non-traditional video packages
- Using crowdsourced material to develop and augment core reporting
- Techniques for adapting and creating journalism for mobile media
- How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications

2022-23 Medway Module Handbook

JN808		Communication and Humanitarianism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Availability

MA Multimedia Journalism - optional

MA in International Multimedia Journalism - optional

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Develop a detailed understanding of the influence of broadcast media in the political sphere and on the voluntary sector.
2. Demonstrate sophisticated critical assessment of the impact of the internet on media power and media consumption.
3. Show a detailed knowledge of the central role that communications and media play at national, international and global levels of economic, political and social organisations along with the ability to articulate and explore the implications of this in detail.
4. Develop critical and sophisticated awareness of the diversity of approaches to understanding communication and media in historical and contemporary contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Advance their knowledge and understanding of communications issues and develop new skills to a high level
2. Engage with complex forms of critical analysis, argument and debate and be able to express insightful conclusions clearly and effectively
3. Use independent learning techniques to continue their professional development, and demonstrate use of scholarly reviews and primary sources
4. Devise and sustain complex arguments and solve complex problems using ideas and techniques, including those at the forefront of the discipline.

Method of Assessment

Main assessment methods

Essay 1 (2500 words) (35%)

Presentation (30%)

Essay 2 (2500 words) (35%)

Reassessment methods

Like for like

Preliminary Reading

Allen, T and Seaton, J. "Introduction", in Tim Allen and Jean Seaton (eds), *The Media of Conflict: War Reporting and Representations of Ethnic Violence*, London: Zed Books, 1990

Cottle, S. *Global Crisis Reporting*. Berkshire: Open University Press, 2009

De Waal, A. *Famine Crimes*. Indiana University Press, Bloomington, 1997

Franks, S, *Reporting Disasters - Aid and the media*, forthcoming from Hurst and Colombia

Robinson, P. *CNN Effect: The myth of news, foreign policy and intervention*. London: Routledge, 2002

Vaux, T. *The Selfish Altruist: Relief Work in Famine and War*. London: Sterling, VA : Earthscan, 2001.

Pre-requisites

None

Synopsis *

Indicative topics are:

- The changing patterns of foreign news coverage in the post war period, with particular reference to the developing world (colonial, cold war and 1990s)
- Case studies of foreign disasters and the media interpretation; Biafra, Ethiopia, Rwanda, Asian Tsunami.
- The role of citizen journalism in the coverage of faraway disasters
- The media understanding of types of disaster and complex emergencies, with reference to aid efforts and humanitarian intervention.
- The growth and emergence of NGOs, their use of marketing and communication techniques
- The role of the media in raising awareness for charitable fundraising.
- 24 hour news and the CNN effect

2022-23 Medway Module Handbook

JN813		Sports Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	70% Coursework, 30% Exam	
2	Medway	Spring	M	15 (7.5)	70% Coursework, 30% Exam	

Availability

MA Multimedia Journalism

MA in International Multimedia Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an advanced understanding of the cultural, historical and social context within which sports journalism has developed since the beginning of the Twentieth Century
- 8.2 Apply key reporting processes, principles and skills to the particular demands of sports journalism in print and online
- 8.3 Demonstrate an advanced understanding of the regulatory and funding framework for sports and be capable of sophisticated comment on the extent to which journalists hold the relevant bodies to account
- 8.4 Demonstrate an advanced understanding of the impact increasing commercialisation has had on major sports and on the way sports are reported
- 8.5 Use online tools to produce instant minute-by-minute updates of live sporting events, followed by detailed match reports within minutes of the final whistle.
- 8.6 Read widely within the genre of sports journalism and have a sophisticated understanding of the difference between news, commentary, analysis and features in that context.
- 8.7 Learn the practical skills necessary to pass the National Council for the Training of Journalists' exam in sports journalism, as part of the professionally recognised NCTJ diploma.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather, organise and deploy information to make effective, sophisticated arguments and to communicate complex ideas clearly
- 9.2 Work to deadlines in flexible and innovative ways showing self-direction, originality and self-discipline
- 9.3 Make sophisticated use of appropriate terminology when writing or speaking about sports
- 9.4 Consider and evaluate their work with reference to professional standards.

Method of Assessment

Main assessment methods

Match Report (1000 words) (30%)

Feature (3000 words) (40%)

Examination, 2 hour (30%)

Reassessment methods

Like for Like

Preliminary Reading

Sports Journalism by Phil Andrews (Sage, 2005)

Sports Journalism: Context and Issues by Raymond Boyle (Sage, 2006)

The Pits: The Real World of Formula One by Beverley Turner (Atlantic Books, 2004)

Mcllvannay on Football by Hugh Mcllvannay (Mainstream Publishing 1999)

The Meaning of Sport by Simon Barnes (Short Books, 2007)

The Great Reporters by David Randall (Pluto Press, 2005)

Journalism: Principles and Practice by Tony Harcup (Sage, 2009)

Pre-requisites

None

Synopsis *

Indicative topics are:

- History and purpose of sports reporting and its rise in the popular press from the turn of 20th century.
- The rise of the tabloid press and its obsession with sport.
- The role of sports journalism in broadsheets and the impact of the internet and rolling news channels on the working practices of sports reporters.
- Funding, governing and regulatory structures of sports bodies and the effectiveness of sports journalists at holding them to account.
- Produce match reports, analysis and commentary to a professional standard and to deadline.
- Use social media to produce minute-by-minute coverage of live events.
- Textual analysis of some stars of sports reporting and feature writing.
- Produce features on sports issues.

2022-23 Medway Module Handbook

JN814 Journalism and Free Expression						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	
2	Medway	Whole Year	M	30 (15)	60% Coursework, 40% Exam	

Availability

MA International Multimedia Journalism (optional module)

Contact Hours

Total Contact Hours: 42

Private Study Hours: 258

Total Study Hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the concepts and theories relating to freedom of expression and its contribution to society.
2. Critically evaluate the debate surrounding tensions that arise between the desire to promote freedom of expression and the recognition that certain controls on it may be necessary.
3. Demonstrate a comprehensive understanding of the role of a free press within society
4. Demonstrate a comparative knowledge and understanding of human rights law and the protection of freedom of expression in different societies
5. Demonstrate a comprehensive understanding of how journalism and the press may be regulated and develop critiques of regulation in its various forms.
6. Show a systematic understanding of the ethical issues that journalists confront and use original application of knowledge to interpret them
7. Identify and understand complex ethical/legal issues relating to the media and the role of journalists in society and demonstrate an awareness of comparative approaches to problems

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use independent learning techniques to continue their professional development
2. Demonstrate self-direction and originality in tackling and solving issues faced by media professionals
3. Advance their knowledge and understanding, make sound judgements and communicate conclusions clearly.

Method of Assessment

Assessment 100% coursework

Essay 1, 2,500 words – 30%

Essay 2, 4,000 words – 70%

Reassessment methods

Like for like

Preliminary Reading

Quinn F, Law for Journalists, 6th edn, Pearson (2018)

Barendt E, Freedom of Speech, 2nd edn, OUP (2007)

Crook T, Comparative Media Law and Ethics, 2nd edn, Routledge-Cavendish (2021)

Rowbottom J, Media Law, Hart (2018)

Oster J, European and International Media Law, Cambridge University Press (2017)

Pre-requisites

None

Synopsis *

Theories relating to freedom of expression and its protection as a fundamental human right. Extent to which the protection of competing interests (e.g. rights to a fair trial, reputation, privacy, confidentiality, copyright, sensitive state material) should allow freedom of expression to be restrained. Ethical issues arising from the work of the media, including how, if at all, the media should be regulated or controlled by different bodies including the state. Subjects will be studied with reference to English law, and laws of other jurisdictions (where appropriate) to give a comparative perspective.

JN815 Political Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	60% Coursework, 40% Exam	
2	Medway	Spring	M	15 (7.5)	70% Coursework, 30% Exam	

2022-23 Medway Module Handbook

Availability

MA Multimedia Journalism
MA in International Multimedia Journalism

Contact Hours

Total Contact Hours: 24
Private Study Hours: 126
Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding and critical awareness of key features of the structural relationship between the fields of politics and journalism, drawing on relevant academic literature and recent debates across fields of study in journalism, politics, communication and discourse analysis.
- 8.2 Acquire a detailed knowledge about source influence models and be able to critically evaluate debates about the merits of particular models in the student's own research and advanced scholarship.
- 8.3 Acquire a comprehensive knowledge of the recent historical evolution of governmental communication processes and parliamentary reporting practices and be able to critically reflect on the ramifications of such developments for contemporary political engagement and participation
- 8.4 Demonstrate a systematic understanding of how social media and the 24-hour news cycle are transforming political journalism and be able to critically assess the merits and shortcomings of such technological and economic changes in the production of quality journalism.
- 8.5 Acquire detailed knowledge about language use and the exercise of power relations in interrogative encounters between journalists and politicians and also demonstrated high level skills in textual analysis
- 8.6 Acquire a comprehensive knowledge of advanced scholarship across a range of relevant disciplines on journalistic framings of political leadership and public opinion in political reporting
- 8.7 Demonstrate a systematic understanding of the complex interplay between news and opinion in political reporting and evaluate such changes in the contexts of the contributions of journalism to the democratic health of a society.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding and critical awareness of the key concepts and theories in academic literature across a range of relevant academic disciplines
- 9.2 Critically evaluate knowledge of relevant concepts and theories and demonstrate a degree of originality in the formulation, framing and execution of textual analysis projects
- 9.3 Comprehensively implement research and writing skills in individual written work
- 9.4 Comprehensively implement oral communication skills in group study contexts
- 9.5 Exercise independent learning skills and organise their study in an efficient and professional manner.

Method of Assessment

Main assessment methods
Essay (4000 words) (30%)
Case Study (2000 words) (30%)
Examination (40%)

Reassessment methods

Like for Like

Preliminary Reading

- Benson, R. & Neveu, E. (2005) (eds.) Bourdieu and the Journalistic Field. Malden, MA: Polity.
- Clayman, S. & Heritage, J. (2002) The News Interview: Journalists and Public Figures on the Air. Cambridge: Cambridge University Press.
- Cook, T.E. (2005) Governing With the News: The news media as a political institution. 2nd edn. Chicago: Chicago University Press.
- Cottle, S. (ed.) (2003) News, Public Relations and Power. London: Sage.
- Craig, G. (2004) The Media, Politics and Public Life. Sydney: Allen & Unwin.
- Franklin, B. (2004) Packaging Politics: Political Communications in Britain's Media Democracy. 2nd edn. London: Arnold.
- Hargreaves, I. (2003) Journalism: Truth or Dare? Oxford: Oxford University Press.
- Hirst, M., Phelan, S. & Rupa, V. (eds.) (2012) Scooped: The Politics and Power of Journalism in Aotearoa New Zealand. Auckland: AUT Media.
- Kuhn, R. & Neveu, E. (eds.) (2002) Political Journalism: New challenges, new practices. London: Routledge.
- McNair, B. (2000) Journalism and Democracy: An evaluation of the political public sphere. London: Routledge

Pre-requisites

None

Synopsis *

This module examines the reporting practices of political journalists, the institutional contexts of political journalism, and the interactions between journalists and sources across different forms of political reportage. It assesses the power of governmental communication, and the changing nature of contemporary political journalism. Forms of political reportage that will be investigated include: parliamentary reporting, political commentary, interviews and press conferences, and the role of social media in political reportage.

2022-23 Medway Module Handbook

JN816 Propaganda-Media, Manipulation and Persuasion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	

Availability

MA Multimedia Journalism

MA in International Multimedia Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding and critical awareness of key features and methods of propaganda and its dissemination through the media.
2. Acquire a detailed knowledge about and be able to critically evaluate debates about the application of particular models of propaganda in the student's own research and advanced scholarship.
3. Demonstrate a comprehensive knowledge of the historical evolution of propaganda and the means of dissemination through the constantly changing forms of media, and be able to critically reflect on the consequences of media development for the content and form of propaganda.
4. Demonstrate a comprehensive knowledge of the use of propaganda during wartime – with detailed knowledge of specific examples drawn from the wars of the 20th and 21st centuries.
5. Demonstrate a comprehensive knowledge and systematic understanding of the use of language in using propaganda to influence public opinion and human behaviour.
6. Demonstrate a systematic understanding of the spectrum of propaganda in the media from the values of developed, impartial journalism to hate propaganda.
7. Demonstrate a systematic understanding of the contexts of propaganda usage and the importance content and intent analysis as measures of the phenomenon.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding and critical awareness of the key concepts and theories in academic literature across a range of relevant academic disciplines
2. Critically evaluate knowledge of relevant concepts and theories and demonstrate a degree of originality in the formulation, framing and execution of textual analysis projects
3. Demonstrate comprehensive research and writing skills in individual written work
4. Demonstrate strong oral communication skills.
5. Exercise independent learning skills and organise their study in an efficient and professional manner.

Method of Assessment

Main assessment methods

Essay (3000 words) (40%)

Seminar Presentation (20%)

Examination, 2 hour (40%)

Reassessment methods

Like for Like

Preliminary Reading

Jacques Ellul, Propaganda: The Formation of Men's Attitudes, New York: Vintage, 1973

Garth Jowett and Victoria O'Donnell, Propaganda and Persuasion, Thousand Oaks, Ca: Sage, 2006

Edward Herman and Noam Chomsky, Manufacturing Consent: The Political Economy of Mass Media, New York: Pantheon Books, 1988

Keith Somerville, Radio Propaganda and the Broadcasting of Hatred: Historical Development and Definitions, Basingstoke: Palgrave/Macmillan, 2012

Phillip Taylor, Munitions of the Mind: A history of propaganda from the ancient world to the present day, Manchester: Manchester University Press, 2003 edition

David Welsh, Propaganda: Power and Persuasion, London: British Library, 2013

Pre-requisites

None

Synopsis *

The module examines the role of propaganda as a means of communication and persuasion. It deals with the definitions, content, intent and methods of propaganda drawn from the historical development of propaganda as a communications tool utilising the mass media. The module will involve study and critical assessment of the role of propaganda in the two world wars, the Cold War, apartheid South Africa, Rwanda and contemporary conflicts and politics.

2022-23 Medway Module Handbook

JN818		Travel Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	

Availability

MA Multimedia Journalism
MA in International Multimedia Journalism

Contact Hours

Total Contact Hours: 24
Private Study Hours: 126
Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Evaluate and apply key concepts in the study of travel journalism, including the concept of the 'tourist gaze' and 'staged authenticity'
- 8.2 Demonstrate a systematic understanding of theoretical perspectives and concepts including; globalisation, postcolonial theory and cultural difference
- 8.3 Critically apply theoretical perspectives to a range of televisual, photographic and written "texts"
- 8.4 Demonstrate a comprehensive understanding of historical and cultural developments in travel and tourism
- 8.5 Demonstrate a comprehensive understanding of the uses and limitations of relevant research methodologies
- 8.6 Reflect critically on the codes and conventions of different forms of travel journalism
- 8.7 Write and produce different forms of travel journalism and show critical awareness of their key features.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding and critical awareness of the key concepts and theories of the relevant academic literature
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects
- 9.3 Comprehensively implement research and writing skills in individual written work
- 9.4 Comprehensively implement oral communication skills in group study contexts
- 9.5 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods
Feature (1500 words) (30%)
Essay (3000 words) (30%)
Examination, 2 hour (40%)

Reassessment methods

Like for Like

Preliminary Reading

Berger, A. (2004) Deconstructing travel: Cultural Perspectives on Tourism, Lanham, Maryland: Alta Mira Press
Crouch, D, Jackson, R & Thompson, F. (eds) (2005) The Media & The Tourist Imagination Converging Cultures, London: Routledge
Hanusch, F & Fursich, E (eds) (2014) Travel Journalism Exploring Production, Impact and Culture, Basingstoke: Palgrave MacMillan
MacCannell, D. (1992) Empty Meeting Grounds: The Tourist Papers, London: Routledge.
Rojek, C. & Urry, J. (Eds) (1997) Touring Cultures: Transformations of Travel and Theory, London: Routledge
Urry, J. (2002) (2nd edition) The Tourist Gaze, London: Sage

Pre-requisites

None

Synopsis <span style =

The module will introduce students to some of the key issues and debates in the field of travel and tourism and will principally consider:

- how might we differentiate between travel and tourism?
- how does our cultural experience shape our expectations of travel and tourism?
- as travellers and tourists how do we engage with different cultures?
- how does the media influence how we experience and practice travel and tourism?

These issues will be explored in relation to a range of media forms such as newspapers, magazines, television and radio programmes, blogs and social media.

2022-23 Medway Module Handbook

JN820		Television Production				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	30 (15)	100% Coursework	

Availability

MA Multimedia Journalism
MA International Multimedia Journalism
Wild module

Contact Hours

Contact hours: 30
Private study: 270
Total hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, develop and produce television segments which meet Ofcom broadcasting standards
- 2) Critically reflect on the cultural space that television occupies within the mediascape
- 3) Understand and deploy the language of television from camera movements to editing techniques
- 4) Work effectively in a team and independently to organise a live TV broadcast
- 5) Reflect upon their own work, and evaluate the ideas of others
- 6) Understand the legal, ethical and regulatory framework under which live TV broadcasting must operate in the UK

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, manage and deliver a long term project
- 2) Understand the ethical, practical and legal dimensions of working in live television production
- 3) Deploy short, medium and long term organising skills
- 4) Understand the language of visual narrative and video storytelling
- 5) Display leadership and interpersonal skills by managing a team of their peers and guests

Method of Assessment

Main assessment methods
Project pitch, 10 min (10%)
Project plan, 1,000 words (15)
Final Project, 12 min (75%)

Re-assessment methods
Like-for-like.

Preliminary Reading

Holland, P., 2017. *The New Television Handbook*. 5th edition ed. New York: Routledge.
Millerson, G., 2001. *Effective TV Production*. 13th edition ed. Oxford: Focal Press.
Orlebar, J., 2011. *The Television Handbook*. 4th Edition ed. Abingdon: Routledge.
Owens, J. & Millerson, G., 2009. *Television Production*. 15th edition ed. New York: Focal Press.
Palmerson, G., 2008. *Exposing Lifestyle Television*. New York: Routledge.
Pearl, M., 2017. *The Solo Video Journalist*. 1st edition ed. New York: Routledge: Taylor & Francis.

Pre-requisites

None

Synopsis <span style =

This module will allow students to gain knowledge of television production from the planning stage through to its execution. During the Autumn term they will learn the language of television, camera work, scripting, organising a production, how to pitch a segment for a broadcaster, filming, editing, organising a crew and directing a live TV programme. They will then produce a TV segment in the genre of their choice (e.g. current affairs, music, arts, cooking etc) with support from their peers and academic staff.

2022-23 Medway Module Handbook

JN821 Specialist Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	
1	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Multimedia Journalism

MA in International Multimedia Journalism

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate comprehensive knowledge and understanding of how journalists develop a specialism.
- 8.2 Show and use knowledge they have gathered (in a specialist field of journalism) in journalistic projects or assignments suitable for an international, national or regional audience.
- 8.3 Deploy some of the key intellectual and practical professional skills or capabilities used by specialist journalists working in the digital world.
- 8.4 Demonstrate analytical skills by exploring major issues, debates and commentators or major thinkers within their chosen specialism.
- 8.5 Demonstrate the ability to carry out various forms of independent research in a chosen field and to assess and evaluate key topics and events and their portrayal in different parts of the media.
- 8.6 Produce multi-media journalistic work to industry standards involving text, images, audio or video, involving sustained independent and critical enquiry.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate comprehensive intellectual skills of research, analysis and synthesis in producing original journalism to professional standards.
- 9.2 Gather, organise and deploy ideas and sustain narrative, argument and analysis using written and digital techniques to professional standards.
- 9.3 Use complex multimedia hardware and software in an original and professional way with a specific audience in mind, whether national, international or regional.
- 9.4 Demonstrate knowledge and understanding of the complexities and diversity of their chosen subject area through communicating complex ideas and material clearly to specialist and non-specialist audiences.
- 9.5 Work effectively as individuals and in a team environment, exercising initiative and personal responsibility.
- 9.6 Evaluate their work with reference to professional standards through critical analysis and reflection.

Method of Assessment

Main assessment methods

Assessed by coursework portfolio (100%)

To include:

News feature (2,000 words): 30%

News stories (2 x 600 words): 15% each (30% overall)

Illustrated live two-way broadcast (4 minutes): 30%

Log-book, to include research methods, contact-building and list of employers of journalists in their chosen specialism – 10% (500 words)

Reassessment methods

Like for like

Preliminary Reading

Marr, A. (2004), *My Trade*, Macmillan

Husain, M. (2018), *The Skills*, 4th Estate

Bull, A. (2010), *Multimedia Journalism: A Practical Guide*, Routledge

Gillmore, D. (2010), *MediaActive: A User's Guide to Finding, Following and Creating the News*, O'Reilly

Briggs, M. (2009), *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, CQ Press

Turner, B. & Orange, R. (2013), *Specialist Journalism*, Routledge

Pre-requisites

JOUR8000 (co-requisite)

Synopsis *

This module will give students an introduction to the skills and habits specialist journalists need in a digital age, as well as encouraging them to develop their own specialism in journalism. It will include studying and critically analysing the key issues and debates in a specific subject area, communicating complex ideas in a simple and engaging way to a general audience, building contacts and expertise, and a critical look at the jobs market for specialists.

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LW312		Legal Process for Criminal Justice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

BA (Hons) Criminal Justice and Criminology (UKM)
 BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice (UKM)

Contact Hours

Total Study Hours: 150
 Total Contact Hours: 20
 Private Study Hours: 130

Department Checked

25/03/2022

Learning Outcomes

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

1. Demonstrate a sound knowledge and understanding of the structure and workings, within the English legal system, of the common law, legislation, European law, civil process and criminal process;
2. Demonstrate an understanding of the courts, tribunals and other legal institutions, including those of the European Convention on Human Rights;
3. Demonstrate an understanding of the systems of legal help and public legal services, including the Community Legal Service; and of judicial review, juries, the police, the Crown Prosecution Service, the legal profession and the judiciary; with particular emphasis upon criminal process
4. Analyse and evaluate critically aspects of the operation of the English legal system in its social, economic and political contexts; and develop the ability to deploy and elucidate relevant information and abstract concepts in reasoned arguments about issues arising from the operation of the English legal system;
5. Demonstrate competence in legal analysis: the identification and interpretation of relevant facts and the application of law to those facts; legal research skills: library skills (including full use of information technology); using primary and subordinate statutory and case law material eg Acts, Treaties, Statutory Instruments, Law Reports etc; citation and referencing of legal sources.

The intended generic learning outcomes.
 On successfully completing the module students will have:

1. Learning skills: the ability to reflect upon and learn from the conduct of exercises as undertaken on the module
2. Problem solving skills: the ability to identify and diagnose set problems, to generate solutions, to evaluate alternative solutions
3. Written skills: the ability to write precise, reports, analytical and evaluative assessments and present research
4. Reasoning skills: the ability to argue, reason and present legal submissions
5. Self-management skills: management of time, to evaluate competing priorities, to forward plan

Method of Assessment

Main assessment methods

This module will be assessed by 100% coursework consisting of:

- Court report, individual, 1500 words (40%)
- Group presentation, approx. 5 minutes per group member, plus handout (20%)
- Criminal procedure case, individual, 1,500 words (40%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Steve Wilson and others, English Legal System (3rd edn, OUP 2018) is the required course text. In addition relevant materials will be made available throughout the course of the module via Moodle and students are expected to read the broadsheet newspapers

Pre-requisites

None

2022-23 Medway Module Handbook

Restrictions

Only available to the following programmes:

BA (Hons) Criminal Justice and Criminology (UKM)

BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice (UKM)

Synopsis *

Legal Process will introduce the institutions and procedures of the English legal system, and the principles and doctrines on which it is based. Through consideration of the constitutional framework underpinning the legal system, there will be critical discussion concerning the development and operation of the English legal system in its social, economic and political context. A careful consideration of the sources of law will provide the basis for a sound understanding of the common law, legislation, European law, civil procedure and criminal procedure. The nature, extent and effectiveness of access to legal remedies in this country will be considered and students will be given the opportunity to develop certain general and legal skills, particularly legal research skills.

Availability

BA (Hons) Criminal Justice and Criminology (UKM)

BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice (UKM)

Contact Hours

Total Study Hours: 150

Total Contact Hours: 20

Private Study Hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a sound knowledge and understanding of the structure and workings, within the English legal system, of the common law,
legislation, European law, civil process and criminal process;
2. Demonstrate an understanding of the courts, tribunals and other legal institutions, including those of the European Convention on Human Rights;
3. Demonstrate an understanding of the systems of legal help and public legal services, including the Community Legal Service; and of
judicial review, juries, the police, the Crown Prosecution Service, the legal profession and the judiciary; with particular emphasis upon
criminal process
4. Analyse and evaluate critically aspects of the operation of the English legal system in its social, economic and political contexts; and
develop the ability to deploy and elucidate relevant information and abstract concepts in reasoned arguments about issues arising from
the operation of the English legal system;
5. Demonstrate competence in legal analysis: the identification and interpretation of relevant facts and the application of law to those facts;
legal research skills: library skills (including full use of information technology); using primary and subordinate statutory and case law
material eg Acts, Treaties, Statutory Instruments, Law Reports etc; citation and referencing of legal sources.

The intended generic learning outcomes.

On successfully completing the module students will have:

1. Learning skills: the ability to reflect upon and learn from the conduct of exercises as undertaken on the module
2. Problem solving skills: the ability to identify and diagnose set problems, to generate solutions, to evaluate alternative solutions
3. Written skills: the ability to write precise, reports, analytical and evaluative assessments and present research
4. Reasoning skills: the ability to argue, reason and present legal submissions
5. Self-management skills: management of time, to evaluate competing priorities, to forward plan

Method of Assessment

Main assessment methods

This module will be assessed by 100% coursework consisting of:

Court report, individual, 1500 words (40%)

Group presentation, approx. 5 minutes per group member, plus handout (20%)

Criminal procedure case, individual, 1,500 words (40%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Steve Wilson and others, English Legal System (3rd edn, OUP 2018) is the required course text. In addition relevant materials will be made available throughout the course of the module via Moodle and students are expected to read the broadsheet newspapers.

Pre-requisites

None

Restrictions

Only available to the following programmes:

BA (Hons) Criminal Justice and Criminology (UKM)

BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice (UKM)

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Synopsis *

Legal Process will introduce the institutions and procedures of the English legal system, and the principles and doctrines on which it is based. Through consideration of the constitutional framework underpinning the legal system, there will be critical discussion concerning the development and operation of the English legal system in its social, economic and political context. A careful consideration of the sources of law will provide the basis for a sound understanding of the common law, legislation, European law, civil procedure and criminal procedure. The nature, extent and effectiveness of access to legal remedies in this country will be considered and students will be given the opportunity to develop certain general and legal skills, particularly legal research skills.

LW314		Reading Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BA (Hons) Criminal Justice and Criminology (UKM)

BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice (UKM)

Contact Hours

Total Study Hours: 150

Total Contact Hours: 20

Private Study Hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate (at an introductory level) the technical skills required to read law - including an understanding of judicial precedent and statutory interpretation
2. evaluate the impact of the operation of law upon the users of the criminal justice system
3. understand legal reasoning in preparation for the study of criminal law
4. increase their knowledge of the practices of the English legal system
5. explore learning strategies and to reflect upon the processes involved in acquiring a new and technical skill

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. evaluate the strengths and weaknesses of legal arguments
2. demonstrate reflective learning skills, particularly in the context of acquiring a new skill
3. demonstrate legal problem identification and legal problem solving skills
4. write precise reports, analytical and evaluative assessments and present research
5. argue, reason and present legal submissions
6. manage their time, evaluate competing priorities, and forward plan

Method of Assessment

Main assessment methods

This module is assessed 100% by coursework as follows:

Commentary, 1500 words (40%)

Self-reflective Development Record, 1000 words (20%)

Case Note, 1500 words (40%)

Reassessment methods

The module will be reassessed by a reassessment instrument of a case note for 100%.

Preliminary Reading

Emily Finch and Stefan Fafinski, *Legal Skills* (6th edn, OUP 2017) is the required course text. In addition relevant materials will be made available on Moodle and students are expected to read the broadsheet newspapers.

Pre-requisites

None

Restrictions

Only available to students on the following programmes:

BA (Hons) Criminal Justice and Criminology (UKM)

BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice (UKM)

Synopsis *

The purpose of Reading Law is to prepare non-law students for the study of criminal law, which may follow this module. The main sources of law will be carefully examined to enable students to find, read, understand and cite statutes, statutory instruments and law reports. In addition, secondary resources including books and journals will be located and utilised. The fundamental concepts of judicial precedent and statutory interpretation will be considered, along with sources of law emanating from the European Convention on Human Rights and the European Union

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LW518		The Law of Evidence				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	
1	Medway	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Medway	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

This module is only available to students in Stage 3. Optional to all single and joint honours undergraduate law courses – may not be taken by non-law students

Contact Hours

Contact hours: 60
Private study hours: 240
Total study hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the skills of forensic reasoning and how these are applied in the courtroom.
2. Demonstrate a detailed knowledge of the functions, principles and rules of evidence as used in English and Welsh Courts.
3. Demonstrate a critical understanding of the relationship between the rules and principles of evidence and the European Convention on Human Rights.
4. Demonstrate a detailed knowledge of the main sources of literature on the law of evidence, from a range of disciplines.
5. Demonstrate a critical understanding of methods of forensic reasoning within the rules of evidence to be used in a given situation.
6. Critically assess the efficiency and effectiveness of the rules of evidence and procedure.
7. Demonstrate a critical awareness of the policy implications of procedural issues and law reform in this area.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake guided and independent legal research by taking into account a variety of sources of information.
2. Demonstrate argumentation skills.
3. Engage critically with legal and non-legal sources.

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Method of Assessment

13.1 Main assessment methods

The module will be assessed by Coursework (40%) and exam (60%) OR, Coursework (40%) and Dissertation (60%)

Examination (3 hours) - 60% OR
Dissertation (6000 words) – 60%

PLUS

Coursework - multiple choice test - 10%

PLUS

Coursework - problem based assignment (3,000 words) - 30% **, OR
Coursework - moot – 30%, OR
Coursework - mock trial – 30%

(Moot/mock-trial are subject to availability – default coursework element will be the problem-based assignment)

** The problem based assignment is pass compulsory for students undertaking a dissertation.

13.2 Reassessment methods

Like-for-like, namely an exam, multiple choice test and the problem-based scenario coursework.

- If the moot or mock trial is failed in either assessment pattern (exam or dissertation), then the replacement for that element of assessment shall be a problem-based coursework assignment.
- If the dissertation is failed, then the replacement for it shall be the re-sit exam.

The problem-based coursework assignment will be pass compulsory on resit for any student that has otherwise passed their dissertation.

Preliminary Reading

- Anderson T. and Twining W., Analysis of Evidence (Weidenfeld, 2nd ed., 2005)
- Dennis I., The Law of Evidence (Sweet and Maxwell, 4th ed., 2013)
- Durston G., Evidence: Text and Materials (Oxford, 2nd ed., 2011)
- Huxley P., Blackstone's Statutes: Evidence, 14th edition (Oxford University Press: 2016).
- McEwan J., Evidence and the Adversarial Process (Hart, 2nd ed., 1998)
- Munday R., Evidence (Oxford, 9th ed. 2017)
- Roberts and Zuckerman, Criminal Evidence (Oxford, 2nd ed., 2010)
- Tapper C. (ed.), Cross on Evidence (LexisNexis, 11th ed., 2007)
- Uglow S., Evidence: Text and Materials (Sweet and Maxwell, 2nd ed., 2006)

Pre-requisites

LAWS5880 or LAWS6140 Public Law 1 and either LAWS5080 or LAWS6130 Criminal Law are prerequisites. LAWS6010 Criminal Law is normally a prerequisite but, where this is not possible, it may be taken as a co-requisite.

Restrictions

Not available to non Law students.

Synopsis *

The module aims to provide students with: an understanding of the adversarial trial structure and its impact on the content of the law of evidence, particularly in the context of the criminal trial; an understanding of forensic reasoning skills; a familiarisation with the content of some of the key evidential rules; encouragement to identify and debate current issues within the law of evidence with confidence, including the importance of due process and how it relates to notions of truth and fact finding; and the ability to apply the legal rules and principles within a critical framework.

11 Centre for English and World Languages

LZ004 Economics for University Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	F	30 (15)	60% Coursework, 40% Exam	
2	Canterbury	Spring	F	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Autumn Start

Total contact hours: 96

Private study hours: 204

Total Study hours: 300

Spring Start

Total contact hours: 100

Private study hours: 200

Total Study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Utilise and apply appropriate techniques and models to deal with new and unfamiliar problems.

Identify and explain causal relationships in the explanation of economic phenomena.

Understand and apply economic concepts and terminology accurately and appropriately.

Demonstrate knowledge and understanding of a range of economic problems and proposed solutions.

Identify the assumptions underlying economic theories.

Evaluate policy responses to a range of economic issues and problems.

Explain and analyse the main events and issues in the UK, European and global economies in recent years.

Utilise graphical and numerical methods in the presentation and analysis of economic issues and problems.

Utilise economic data drawn from a range of sources and to evaluate the accuracy and reliability of that data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Construct a sustained, logical argument in essay form, utilising appropriate evidence to illustrate and support their arguments.

Take into account alternative perspectives and to demonstrate balance as a basis for reaching a reasoned conclusion.

Identify and analyse the requirements of questions and to select material to enable them to produce concise and relevant responses within time constraints.

Present and express their ideas orally to others and to respond sensitively to the views of others.

Research topics in depth to obtain material and evidence to support a sustained argument.

Method of Assessment

Main assessment methods:

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Anderton, A. (2006) Economics, (4th Edition). Harlow: Causeway Press.

Begg, D., Fischer, S. & Dornbusch, R. (2005) Economics (8th Edition). Maidenhead: McGraw Hill

Lanchester, J. (2010) Whoops! Why Everyone Owes Everyone and No One Can Pay. London: Penguin

Levitt, S. and Dunbar, J. (2006) Freakonomics. A Rogue Economist Explores the Hidden Side of Everything. New York: William Morrow & Co.

William Morrow & Co.

Slooman, J. and Garrett, D. (2013) Essentials of Economics (6th Edition). Harlow: Pearson Education Ltd.

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Pre-requisites

Autumn Start Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

Spring Start Accelerated Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

Synopsis *

The module will propose alternative solutions to the problem of resource allocation leading to consideration of the operation of the market mechanism; how the decisions and actions of economic agents are co-ordinated. Economic systems will be evaluated including treatment of circumstances in which markets are considered to fail. Market failure will be analysed utilising the micro-economic techniques developed earlier. In dealing with macro-economic issues such as inflation and unemployment, the UK economy will be used as the primary example, but students will be encouraged to apply their understanding to problems and policies in other economies as well. Likewise, the treatment of international trade will focus on the position of the UK economy with particular emphasis on its place within the European Union and the debate over the adoption of the Single Currency.

Contact Hours

Autumn Start

Total contact hours: 96

Private study hours: 204

Total Study hours: 300

Spring Start

Total contact hours: 100

Private study hours: 200

Total Study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Utilise and apply appropriate techniques and models to deal with new and unfamiliar problems.

Identify and explain causal relationships in the explanation of economic phenomena.

Understand and apply economic concepts and terminology accurately and appropriately.

Demonstrate knowledge and understanding of a range of economic problems and proposed solutions.

Identify the assumptions underlying economic theories.

Evaluate policy responses to a range of economic issues and problems.

Explain and analyse the main events and issues in the UK, European and global economies in recent years.

Utilise graphical and numerical methods in the presentation and analysis of economic issues and problems.

Utilise economic data drawn from a range of sources and to evaluate the accuracy and reliability of that data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Construct a sustained, logical argument in essay form, utilising appropriate evidence to illustrate and support their arguments.

Take into account alternative perspectives and to demonstrate balance as a basis for reaching a reasoned conclusion.

Identify and analyse the requirements of questions and to select material to enable them to produce concise and relevant responses within time constraints.

Present and express their ideas orally to others and to respond sensitively to the views of others.

Research topics in depth to obtain material and evidence to support a sustained argument.

Method of Assessment

Main assessment methods:

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Anderton, A. (2006) Economics, (4th Edition). Harlow: Causeway Press.

Begg, D., Fischer, S. & Dornbusch, R. (2005) Economics (8th Edition). Maidenhead: McGraw Hill

Lanchester, J. (2010) Whoops! Why Everyone Owes Everyone and No One Can Pay. London: Penguin

Levitt, S. and Dunbar, J. (2006) Freakonomics. A Rogue Economist Explores the Hidden Side of Everything. New York: William Morrow & Co.

William Morrow & Co.

Sloman, J. and Garrett, D. (2013) Essentials of Economics (6th Edition). Harlow: Pearson Education Ltd.

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Pre-requisites

Autumn Start Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

Spring Start Accelerated Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

Synopsis *

The module will propose alternative solutions to the problem of resource allocation leading to consideration of the operation of the market mechanism; how the decisions and actions of economic agents are co-ordinated. Economic systems will be evaluated including treatment of circumstances in which markets are considered to fail. Market failure will be analysed utilising the micro-economic techniques developed earlier. In dealing with macro-economic issues such as inflation and unemployment, the UK economy will be used as the primary example, but students will be encouraged to apply their understanding to problems and policies in other economies as well. Likewise, the treatment of international trade will focus on the position of the UK economy with particular emphasis on its place within the European Union and the debate over the adoption of the Single Currency.

LZ013 Mathematics and Statistics for University Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	F	30 (15)	50% Coursework, 50% Exam	
3	Canterbury	Whole Year	F	30 (15)	60% Exam, 40% Coursework	
3	Canterbury	Spring	F	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Autumn Term

Total contact hours: 96

Private study hours: 204

Total Study hours: 300

Spring Term

Total contact hours: 100

Private study hours: 200

Total Study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate their existing mathematical and quantitative skills, independent of their entry level.

Demonstrate their knowledge of basic algebraic manipulations.

Understand the fundamentals of differential calculus.

Understand the nature of matrices and apply them to numerical examples.

Sketch graphs of simple functions and understand the meaning and application of simple ideas in probability.

Use descriptive statistical measures to interpret real-life data.

Understand and apply statistical inference to simple examples.

Demonstrate their reinforced mathematical and quantitative skills.

Understand various mathematical techniques for future study at a UK university.

Demonstrate logical thinking and independent study skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Demonstrate analytical abilities in problem solving, systematic work and study skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university.

Demonstrate critical awareness and critical-thinking skills and be able to apply these to all areas of study.

Interact with and benefit from the international classroom and learning environment in a UK higher-education context.

Comply with methods of assessment, deadlines, homework, seminars and tutorials.

Make use of the University's support services and independent study

Work and study independently.

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Cumulative Online Test 1 (15%)
Cumulative Online Test 2 (15%)
In Course Test (45 minutes) 20%
Examination, (2 hours) 50%

JYA English Plus alternative assessment in lieu of exam:

Online Test (10%)
In-Course Test 1 (45 minutes) (20%)
In Course Test 2 (45 minutes) (20%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Anderson, D., Sweeney, D. & Williams, T. (2005), Statistics for Business and Economics, London: South-Western.
Budnick, F.S. (1993), Applied Mathematics for Business, Economics and the Social Sciences, (4th edition). London: McGraw-Hill International Editions.
Clegg, F. (1990), Simple Statistics – A Course Book for the Social Sciences. Cambridge: Cambridge University Press.

Pre-requisites

Autumn Start Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

Spring Start Accelerated Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

Synopsis *

Through this module, students will develop their analytical and problem solving skills to successfully complete other related modules on the IFP. The programme of study will be divided into lectures in calculus, algebra and statistics.

As part of the orientation process, students will take a pre-course test which, along with other factors, will determine whether they go into the upper or lower band. This will involve an in class test in the first week. Students will then be grouped according to their mathematical ability and academic focus. The teaching in the upper bands will be geared more towards systematically working towards a solution while that in the lower bands will deal with mathematical techniques.

Contact Hours

Autumn Term

Total contact hours: 96
Private study hours: 204
Total Study hours: 300

Spring Term

Total contact hours: 100
Private study hours: 200
Total Study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate their existing mathematical and quantitative skills, independent of their entry level.
Demonstrate their knowledge of basic algebraic manipulations.
Understand the fundamentals of differential calculus.
Understand the nature of matrices and apply them to numerical examples.
Sketch graphs of simple functions and understand the meaning and application of simple ideas in probability.
Use descriptive statistical measures to interpret real-life data.
Understand and apply statistical inference to simple examples.
Demonstrate their reinforced mathematical and quantitative skills.
Understand various mathematical techniques for future study at a UK university.
Demonstrate logical thinking and independent study skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Demonstrate analytical abilities in problem solving, systematic work and study skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university.
Demonstrate critical awareness and critical-thinking skills and be able to apply these to all areas of study.
Interact with and benefit from the international classroom and learning environment in a UK higher-education context.
Comply with methods of assessment, deadlines, homework, seminars and tutorials.
Make use of the University's support services and independent study
Work and study independently.

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Cumulative Online Test 1 (15%)
Cumulative Online Test 2 (15%)
In Course Test (45 minutes) 20%
Examination, (2 hours) 50%

JYA English Plus alternative assessment in lieu of exam:

Online Test (10%)
In-Course Test 1 (45 minutes) (20%)
In Course Test 2 (45 minutes) (20%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Anderson, D., Sweeney, D. & Williams, T. (2005), *Statistics for Business and Economics*, London: South-Western.
Budnick, F.S. (1993), *Applied Mathematics for Business, Economics and the Social Sciences*, (4th edition). London: McGraw-Hill International Editions.
Clegg, F. (1990), *Simple Statistics – A Course Book for the Social Sciences*. Cambridge: Cambridge University Press.

Pre-requisites

Autumn Start Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

Spring Start Accelerated Programme:

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

Synopsis *

Through this module, students will develop their analytical and problem solving skills to successfully complete other related modules on the IFP. The programme of study will be divided into lectures in calculus, algebra and statistics.

As part of the orientation process, students will take a pre-course test which, along with other factors, will determine whether they go into the upper or lower band. This will involve an in class test in the first week. Students will then be grouped according to their mathematical ability and academic focus. The teaching in the upper bands will be geared more towards systematically working towards a solution while that in the lower bands will deal with mathematical techniques.

LZ033 Introductory European and International Business for University						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	F	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Spring	F	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 44
Private study hours: 106
Total Study hours: 150

2022-23 Medway Module Handbook

Learning Outcomes

Specific Learning Outcomes:

Use and apply appropriate techniques and models to deal with business and management problems.

Identify and explain causal relationships in the explanation of marketing phenomena.

Understand and apply operational concepts and terminology accurately and appropriately.

Demonstrate knowledge and understanding of a range of market research problems and proposed solutions.

Identify the assumptions underlying business theories.

Evaluate policy responses to a range of management issues and problems.

Generic Learning Outcomes:

Construct a sustained, logical argument in essay form, using appropriate evidence to illustrate and support arguments.

Take into account alternative perspectives and demonstrate balance as a basis for reaching a reasoned conclusion.

Identify and analyse the requirements of questions and to select material to enable them to produce concise and relevant responses within time constraints.

Research topics in depth to obtain material and evidence to support a sustained argument.

Work effectively as a group

Method of Assessment

Written Assignment (1200 words) (25%)

Group Presentation (10 -15 minutes) (15%)

In Course Test (45 minutes) (10%)

Exam (2 hours) (50%)

JYA English Plus alternative assessment in lieu of exam

Written Assignment (1500 words) (50%)

Reassessment method: 100% coursework

Preliminary Reading

Boddy, D & Paton, S. (2011) Management: An Introduction (5th edition), Harlow: Financial times Prentice Hall.

Hall, D., et al (2008). Business Studies, London: Pearson.

Kotler, P., Armstrong, G., (2014) Principles of Marketing (15th edition), Boston: Pearson.

Pre-requisites

Co-requisite modules include:

FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR

FOUN0037 English for Academic Study (15 credits)

Synopsis *

The module will deal with alternative solutions to the problem of business resource allocation leading to consideration of the operation of the marketing function and how the decisions and actions of managers are co-ordinated. Operational systems will be evaluated including treatment of circumstances in which management techniques are considered to fail. Financial failure will also be analysed utilising the ratio analysis techniques developed.

Contact Hours

Total contact hours: 44

Private study hours: 106

Total Study hours: 150

2022-23 Medway Module Handbook

Learning Outcomes

Specific Learning Outcomes:

Use and apply appropriate techniques and models to deal with business and management problems.

Identify and explain causal relationships in the explanation of marketing phenomena.

Understand and apply operational concepts and terminology accurately and appropriately.

Demonstrate knowledge and understanding of a range of market research problems and proposed solutions.

Identify the assumptions underlying business theories.

Evaluate policy responses to a range of management issues and problems.

Generic Learning Outcomes:

Construct a sustained, logical argument in essay form, using appropriate evidence to illustrate and support arguments.

Take into account alternative perspectives and demonstrate balance as a basis for reaching a reasoned conclusion.

Identify and analyse the requirements of questions and to select material to enable them to produce concise and relevant responses within time constraints.

Research topics in depth to obtain material and evidence to support a sustained argument.

Work effectively as a group

Method of Assessment

Written Assignment (1200 words) (25%)

Group Presentation (10 -15 minutes) (15%)

In Course Test (45 minutes) (10%)

Exam (2 hours) (50%)

JYA English Plus alternative assessment in lieu of exam

Written Assignment (1500 words) (50%)

Reassessment method: 100% coursework

Preliminary Reading

Boddy, D & Paton, S. (2011) Management: An Introduction (5th edition), Harlow: Financial times Prentice Hall.

Hall, D., et al (2008). Business Studies, London: Pearson.

Kotler, P., Armstrong, G., (2014) Principles of Marketing (15th edition), Boston: Pearson.

Pre-requisites

Co-requisite modules include:

FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR

FOUN0037 English for Academic Study (15 credits)

Synopsis *

The module will deal with alternative solutions to the problem of business resource allocation leading to consideration of the operation of the marketing function and how the decisions and actions of managers are co-ordinated. Operational systems will be evaluated including treatment of circumstances in which management techniques are considered to fail. Financial failure will also be analysed utilising the ratio analysis techniques developed.

LZ035		Foundation Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	F	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	F	15 (7.5)	100% Exam	
1	Canterbury	Spring	F	15 (7.5)	100% Coursework	
1	Canterbury	Spring	F	15 (7.5)	100% Coursework	

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Contact Hours

Spring Term Summer Term
Total contact hours: 66 Total contact hours: 60
Private study hours: 84 Private study hours: 90
Total Study hours: 150 Total Study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- apply the analytical, academic and linguistic skills developed in the LZ036 Academic Skills module and other foundation modules (see Programme Specification for available modules),
- communicate a logical argument following UK academic conventions and engaging in UK academic culture,
- demonstrate a knowledge of subject specific vocabulary,
- use source materials in presentations
- engage in a constructive, reflective process regarding their own learning

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an ability to work independently, taking responsibility to achieve goals, initiative to meet deadlines, and improving overall project management skills,
- utilise the facilities available (library catalogue, IT, etc.)
- demonstrate skills in accessing, reading and understanding materials and data related to their subject area,
- demonstrate analytical skills, and an ability to compare, contrast, analyse and evaluate sources
- demonstrate the ability to structure, organise and communicate results and arguments to specialist and non-specialist audiences.

Method of Assessment

Assessment methods:

- Main assessment methods
Proposal presentation (8-10 minutes) (20%)
Comparison of sources (4 sources, 1000 words) (20%)
Project essay (1500 words) (40%)
Reflective interview (8- 10 minutes) (20%)

- Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Cottrell, S (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* (3rd ed.). Basingstoke: Palgrave.
Cottrell, S (2008) *The Study Skills Handbook* (2nd ed.). Basingstoke: Palgrave.
Manning, A., et. al. (2007) *Transferable Academic Skills Kit: University Foundation Study*. Reading: Garnet Education.
Thomas, G. (2011) *How to do your case study: a guide for students and researchers*. London: Sage.
Wallace, M.J. (2004) *Study Skills in English* (2nd ed.). Cambridge: Cambridge University Press.

Pre-requisites

Pre-requisite module: FOUN0036 Academic Skills Development.

Synopsis *

Through this module, students will improve the transferable academic skills necessary to successfully complete their other modules on the IFP and to succeed on their future undergraduate programmes. The programme of study will cover the development of critical and analytical skills.

Students will attend regular seminars/workshops each week, focusing on furthering their academic skills. They will receive input on developing a research topic; writing and presenting a proposal; developing research questions; and engaging in reflection on the research and writing process. Students will also review how to write an annotated bibliography; briefly revisit how to plan and write an essay and how to undertake research; and practice presentation skills. They will have the opportunity to meet with their tutor regularly during the term for tutorials, to discuss their individual projects and progress on the module.

Contact Hours

Spring Term Summer Term
Total contact hours: 66 Total contact hours: 60
Private study hours: 84 Private study hours: 90
Total Study hours: 150 Total Study hours: 150

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- apply the analytical, academic and linguistic skills developed in the LZ036 Academic Skills module and other foundation modules (see Programme Specification for available modules),
- communicate a logical argument following UK academic conventions and engaging in UK academic culture,
- demonstrate a knowledge of subject specific vocabulary,
- use source materials in presentations
- engage in a constructive, reflective process regarding their own learning

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an ability to work independently, taking responsibility to achieve goals, initiative to meet deadlines, and improving overall project management skills,
- utilise the facilities available (library catalogue, IT, etc.)
- demonstrate skills in accessing, reading and understanding materials and data related to their subject area,
- demonstrate analytical skills, and an ability to compare, contrast, analyse and evaluate sources
- demonstrate the ability to structure, organise and communicate results and arguments to specialist and non-specialist audiences.

Method of Assessment

Assessment methods:

- Main assessment methods

Proposal presentation (8-10 minutes) (20%)

Comparison of sources (4 sources, 1000 words) (20%)

Project essay (1500 words) (40%)

Reflective interview (8- 10 minutes) (20%)

- Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Cottrell, S (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* (3rd ed.). Basingstoke: Palgrave.

Cottrell, S (2008) *The Study Skills Handbook* (2nd ed.). Basingstoke: Palgrave.

Manning, A., et. al. (2007) *Transferable Academic Skills Kit: University Foundation Study*. Reading: Garnet Education.

Thomas, G. (2011) *How to do your case study: a guide for students and researchers*. London: Sage.

Wallace, M.J. (2004) *Study Skills in English* (2nd ed.). Cambridge: Cambridge University Press.

Pre-requisites

Pre-requisite module: FOUN0036 Academic Skills Development.

Synopsis *

Through this module, students will improve the transferable academic skills necessary to successfully complete their other modules on the IFP and to succeed on their future undergraduate programmes. The programme of study will cover the development of critical and analytical skills.

Students will attend regular seminars/workshops each week, focusing on furthering their academic skills. They will receive input on developing a research topic; writing and presenting a proposal; developing research questions; and engaging in reflection on the research and writing process. Students will also review how to write an annotated bibliography; briefly revisit how to plan and write an essay and how to undertake research; and practice presentation skills. They will have the opportunity to meet with their tutor regularly during the term for tutorials, to discuss their individual projects and progress on the module.

LZ036 Academic Skills Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	F	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	F	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	F	15 (7.5)	70% Coursework, 30% Exam	
1	Canterbury	Spring	F	15 (7.5)	100% Coursework	
1	Canterbury	Spring	F	15 (7.5)	100% Coursework	

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1	Canterbury	Spring	F	15 (7.5)	80% Exam, 20% Coursework
1	Canterbury	Spring	F	15 (7.5)	100% Coursework
1	Canterbury	Spring	F	15 (7.5)	50% Coursework, 50% Exam

Contact Hours

Autumn Term

Total contact hours: 66

Private study hours: 84

Total Study hours: 150

Spring Term

Total contact hours: 60

Private study hours: 90

Total Study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate enhanced language skills, whether native or non-native speakers of English.

Utilise a broader range of formal grammatical structures, organisational structures and academic vocabulary through focus on academic registers both at a macro and a micro level.

Form, develop, support and conclude written and spoken argument in a logical way, and in a format which is appropriate to UK academic conventions and culture.

Select relevant information from a range of textual formats (e.g. quantitative, tabular and graphic data, reports, textbooks and articles) and reformulate it in written and spoken form.

Develop own arguments and integrate these appropriately with source material in written and spoken form.

Analyse, evaluate and interpret academic source materials.

Demonstrate enhanced academic and linguistic skills related to presentations, seminar discussion, workshops, laboratory work, reading, note-taking, research, essay writing and referencing, as appropriate to the pathway.

Adopt an independent approach to studying.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Apply their academic reading, writing, listening and speaking skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university.

Apply critical and analytical skills to all areas of study, as appropriate.

Utilise improved listening and note-taking skills and their ability to interpret information through lectures.

Demonstrate increased fluency, confidence and appropriateness in English language skills, with a particular emphasis on English for general and specific academic purposes.

Speak more confidently in public and lead seminars.

Comply with methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate, and practise the key skills of time management and organisation.

Access support services for independent study—e.g. the Templeman library, the Computing Centre.

Understand how to use the available literature without plagiarising.

Method of Assessment

Main assessment methods

Assignment 1 (800 words) (20%)

Seminar Participation (15%)

Presentation (including slides 5%) (8 minutes) (15%)

Assignment 2 (1200 words) (30%)

In CourseTest, (45 minutes) 20%

Reassessment methods

Reassessment Instrument: 100% coursework

2022-23 Medway Module Handbook

Preliminary Reading

Anderson, K., Maclean, J. & Lynch, T. (2004) Study Speaking. (2nd ed.) Cambridge: Cambridge University Press.
Bailey, S. (2011) Academic Writing: A Handbook for International Students (3rd ed.) Abingdon: Routledge.
Cottrell, S (2017) Critical Thinking Skills: Developing Effective Analysis and Argument. (3rd ed.) Basingstoke: Palgrave Macmillan.
Foley, M. & Hall, D. (2003) Longman Advanced Learner's Grammar. A Self-study reference & practice book with answers. Harlow: Pearson Education Limited.
Lynch, T. (2004) Study Listening. (2nd ed.) Cambridge: Cambridge University Press.
McCarthy, M. & O'Dell, F. (2008). Academic Vocabulary in Use, Cambridge: Cambridge University Press.
Pears, R. & Shields, G. (2010) Cite them right: The essential referencing guide. (8th ed.) Basingstoke: Palgrave Macmillan.
Soles, D. (2005) The Academic Essay: How to plan, draft, write and revise. (2nd edition). Bishops Lydeard: Studymates.
Williams, E.J. (2008). Presentations in English. London: Macmillan.

Pre-requisites

Co-requisite modules include: Either FOUN0037 English for Academic Study (15 Credit) or FOUN0035 Foundation Project (15 Credit)

Synopsis *

Through this module, students will develop the transferable linguistic and academic skills necessary to successfully complete all the other modules on the IFP. The programme of study will cover academic writing, reading, speaking and listening skills.

Contact Hours

Autumn Term

Total contact hours: 66

Private study hours: 84

Total Study hours: 150

Spring Term

Total contact hours: 60

Private study hours: 90

Total Study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate enhanced language skills, whether native or non-native speakers of English.

Utilise a broader range of formal grammatical structures, organisational structures and academic vocabulary through focus on academic registers both at a macro and a micro level.

Form, develop, support and conclude written and spoken argument in a logical way, and in a format which is appropriate to UK academic conventions and culture.

Select relevant information from a range of textual formats (e.g. quantitative, tabular and graphic data, reports, textbooks and articles) and reformulate it in written and spoken form.

Develop own arguments and integrate these appropriately with source material in written and spoken form.

Analyse, evaluate and interpret academic source materials.

Demonstrate enhanced academic and linguistic skills related to presentations, seminar discussion, workshops, laboratory work, reading, note-taking, research, essay writing and referencing, as appropriate to the pathway.

Adopt an independent approach to studying.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Apply their academic reading, writing, listening and speaking skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university.

Apply critical and analytical skills to all areas of study, as appropriate.

Utilise improved listening and note-taking skills and their ability to interpret information through lectures.

Demonstrate increased fluency, confidence and appropriateness in English language skills, with a particular emphasis on English for general and specific academic purposes.

Speak more confidently in public and lead seminars.

Comply with methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate, and practise the key skills of time management and organisation.

Access support services for independent study—e.g. the Templeman library, the Computing Centre.

Understand how to use the available literature without plagiarising.

Method of Assessment

Main assessment methods

Assignment 1 (800 words) (20%)

Seminar Participation (15%)

Presentation (including slides 5%) (8 minutes) (15%)

Assignment 2 (1200 words) (30%)

In CourseTest, (45 minutes) 20%

Reassessment methods

Reassessment Instrument: 100% coursework

2022-23 Medway Module Handbook

Preliminary Reading

Anderson, K., Maclean, J. & Lynch, T. (2004) Study Speaking. (2nd ed.) Cambridge: Cambridge University Press.
Bailey, S. (2011) Academic Writing: A Handbook for International Students (3rd ed.) Abingdon: Routledge.
Cottrell, S. (2017) Critical Thinking Skills: Developing Effective Analysis and Argument. (3rd ed.) Basingstoke: Palgrave Macmillan.
Foley, M. & Hall, D. (2003) Longman Advanced Learner's Grammar. A Self-study reference & practice book with answers. Harlow: Pearson Education Limited.
Lynch, T. (2004) Study Listening. (2nd ed.) Cambridge: Cambridge University Press.
McCarthy, M. & O'Dell, F. (2008). Academic Vocabulary in Use, Cambridge: Cambridge University Press.
Pears, R. & Shields, G. (2010) Cite them right: The essential referencing guide. (8th ed.) Basingstoke: Palgrave Macmillan.
Soles, D. (2005) The Academic Essay: How to plan, draft, write and revise. (2nd edition). Bishops Lydeard: Studymates.
Williams, E.J. (2008). Presentations in English. London: Macmillan.

Pre-requisites

Co-requisite modules include: Either FOUN0037 English for Academic Study (15 Credit) or FOUN0035 Foundation Project (15 Credit)

Synopsis *

Through this module, students will develop the transferable linguistic and academic skills necessary to successfully complete all the other modules on the IFP. The programme of study will cover academic writing, reading, speaking and listening skills.

LZ052 Business Analysis for Foundation Studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	F	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 44

Private study hours: 106

Total Study hours: 150

Learning Outcomes

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

- 8.1 Identify a range of quantitative tools, including data collection and analysis, and construct basic models.
- 8.2. Understand and a range of quantitative methods used in the solving of business problems.
- 8.3. Explain how quantitative models are used to describe and predict business scenarios using Excel spreadsheets.
- 8.4. Demonstrate an understanding of Information and Communication Technology (ICT) in typical business applications.

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 Apply numerical skills and techniques in practical scenarios.
- 9.4 Demonstrate analytical abilities in problem solving, systematic work and study skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university
- 9.5 Communicate accurately and reliably in a variety of forms.

Method of Assessment

Main assessment methods

Individual Excel Project (40%)
Written Assignment (1,000 words) (40%)
In-class test (45 minutes) (20%)

Reassessment methods
100% Coursework

2022-23 Medway Module Handbook

Preliminary Reading

Winston, W. (2019) Microsoft Excel 2019 Data Analysis and Business Modeling (Business Skills) (6th Ed.), London: Pearson International.

Etheridge, D. (2010) Excel Data Analysis: Your Visual Blueprint for Analyzing Data, Charts, and Pivot Tables (3rd Ed.), Chichester: John Wiley & Sons.

Davis, G. and Pecar, B. (2013) Business Statistics Using Excel, Second edition, Oxford: OUP.

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management and Finance, Basingstoke, Palgrave Macmillan.

Synopsis *

This module will introduce students to the basic skills of using Microsoft Excel, a market leading analytical tool and software package. It introduces the way in which business organisations use quantitative data to obtain insights for decision-making. Techniques will be taught and delivered with case studies and simulated datasets.

Topics to be covered include:

Microsoft Excel functions and formulae: Nested functions, filters, lookup functions, and logical functions

Data visualisation: Graphic operations

Data analysis and statistical analysis: conditional formatting, Solver, Add-ins and Trend analysis

Excel Macros: defining, recording, assigning, running and storing, etc.

Contact Hours

Total contact hours: 44

Private study hours: 106

Total Study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Identify a range of quantitative tools, including data collection and analysis, and construct basic models.
- 8.2. Understand and a range of quantitative methods used in the solving of business problems.
- 8.3. Explain how quantitative models are used to describe and predict business scenarios using Excel spreadsheets.
- 8.4. Demonstrate an understanding of Information and Communication Technology (ICT) in typical business applications.

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 Apply numerical skills and techniques in practical scenarios.
- 9.4 Demonstrate analytical abilities in problem solving, systematic work and study skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university
- 9.5 Communicate accurately and reliably in a variety of forms.

Method of Assessment

Main assessment methods

Individual Excel Project (40%)

Written Assignment (1,000 words) (40%)

In-class test (45 minutes) (20%)

Reassessment methods

100% Coursework

Preliminary Reading

Winston, W. (2019) Microsoft Excel 2019 Data Analysis and Business Modeling (Business Skills) (6th Ed.), London: Pearson International.

Etheridge, D. (2010) Excel Data Analysis: Your Visual Blueprint for Analyzing Data, Charts, and Pivot Tables (3rd Ed.), Chichester: John Wiley & Sons.

Davis, G. and Pecar, B. (2013) Business Statistics Using Excel, Second edition, Oxford: OUP.

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management and Finance, Basingstoke, Palgrave Macmillan.

2022-23 Medway Module Handbook

Synopsis *

This module will introduce students to the basic skills of using Microsoft Excel, a market leading analytical tool and software package. It introduces the way in which business organisations use quantitative data to obtain insights for decision-making. Techniques will be taught and delivered with case studies and simulated datasets.

Topics to be covered include:

Microsoft Excel functions and formulae: Nested functions, filters, lookup functions, and logical functions

Data visualisation: Graphic operations

Data analysis and statistical analysis: conditional formatting, Solver, Add-ins and Trend analysis

Excel Macros: defining, recording, assigning, running and storing, etc.

PC Pearson College

PRSN4105		Introduction to Research (Double)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	C	30 (15)	100% Coursework	

Contact Hours

Scheduled Hours: 35

Placement Hours: 00

Independent Study Hours: 265

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a good understanding of the main research methods and techniques used in academic and commercial business research
- Understand how to formulate a research specification and conduct research using different sources and methodologies
- Understand and apply the Harvard School of referencing model when presenting academic research
- Undertake a business research proposal, either in an academic or commercial setting
- Ensure appropriate levels of reliability, validity and generalizability within their own research
- Present research findings in the form of a research project
- Demonstrate the ability to learn independently and proactively

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work autonomously and independently on projects with guidance from others, taking responsibility for their own work and learning.
- Work under pressure, producing set outputs within a definite time-limited period with minimal access to external resources
- Communicate qualitative and quantitative information and ideas accurately and reliably with structured and coherent arguments
- Evaluate and interpret qualitative and quantitative data

Preliminary Reading

Research Methods for Business Students. (2012). Saunders, M., Lewis, P., and Thornhill, A. Financial Times: Prentice Hall

Doing Research in Business and Management: An Essential Guide to Planning Your Project. (2011). Saunders, M., and Lewis, P. Financial Times Prentice Hall

Business Research Methods (2011). Bryman, A., and Bell, E. Oxford University Press

Interpreting Qualitative Data. (2011). Silverman, D. Sage.

Quantitative Methods for Business Research. (2014) Duignan, P. CenGage.

PLUS: Journal articles exemplifying key research methods, where appropriate, e.g.: Body Ritual among the Nacirema. 1956. Miner, H. in American Anthropologist 58:3, June.

Pre-requisites

None

2022-23 Medway Module Handbook

Synopsis *

This module aims to provide students with a solid introduction to the main qualitative and quantitative research techniques used in both academic and commercial business research. Its primary role is to prepare them for undertaking a business research project, whether in a university or business setting, helping them to appreciate the importance of ideas such as reliability, validity and generalizability for ensuring that research is of a good quality. The module will also equip students with some ability at critically assessing the quality of research outputs of others.

The following indicative topics will be covered:

1. The purpose of business and management research
2. Formulating a research topic; Understanding research approaches (the research onion)
3. Negotiating Access; Research Ethics; Selecting Samples
4. Using secondary data
5. Collecting data through observation
6. Collecting data through interviews
7. Collecting data through questionnaires
8. An introduction to analysing qualitative data
9. An introduction to analysing quantitative data
10. Writing a research report

2022-23 Medway Module Handbook

PRSN4111		Self-Managed Learning (Double)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	C	30 (15)	100% Coursework	

Contact Hours

20 hours of seminar sessions

Placement Hours: as agreed

Lectures 5

Independent Study Hours: 275

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 the underlying concepts and principles associated with their topic of study
- To evaluate the knowledge and understanding of underlying concepts and principles associated with a chosen topic of study
- Achieve greater personal development through developing and applying their learning through an independent course of study, recognising learning opportunities in a range of settings
- Identify and evaluate potential solutions to issues identified within the context of the subject.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Initiative and the ability to work autonomously and independently with minimal guidance from others
- Innovation and creativity in their learning
- Personal responsibility and decision making in relation to their own learning

Method of Assessment

- 1) Project proposal (10% of the marks) AND
- 2) 3,000 word coursework (60% of the marks) AND
- 3) 15 minute in term presentation (30% of the marks)

Students must pass the coursework element to pass the module.

Preliminary Reading

Core study text As appropriate for the topic

Supplementary texts As appropriate for the topic

Pre-requisites

None

Synopsis *

The self-managed module aims to allow the student to demonstrate their initiative by applying their skills and knowledge to a specialist area which is of particular interest to them. Using this module, students can design some of their own learning, incorporate learning from a wide range of sources or incorporate work based or entrepreneurial activities. This allows students to demonstrate their autonomy in transferring and applying learning in a range of settings, in ways appropriate to unique situations. This will help to ensure that the student has the confidence to take their learning and personal development further into new areas and emerging sectors, and allows them to pursue their own unique interests.

Students will submit an essay and present on the area of interest (business related) not covered in the main syllabus, create an in depth essay on their learning. They will be assessed according to the learning outcomes of this module, regarding their self-managed learning. Through this module students can extend the range of electives into any area that interests them, provided it contributes to the overall learning outcomes of the course and is suitably assessed.

Students will work with the Module leader or module tutor (as relevant) to tailor their project to the objectives of this module.

2022-23 Medway Module Handbook

PRSN4118		Principles of Business 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	C	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours 50
Independent Study Hours 250
Total Study Hours 300

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the nature and underlying principles of business and its role in society and a globalised economy
- Explain the process for creating a new business
- Identify the objectives and purposes of given commercial organisations and evaluate the potential impact an organisation has (or could have) on wider society.
- Identify key stakeholders in a business and the influence and interest they may have in the strategy formulation process
- Explain and evaluate the impact of various functions of an organisation, including in terms of ethics and sustainability, finance, marketing and sales, the law, people management, and be able to identify examples relevant to any given business.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Evaluate and interpret underlying concepts and principles of the subject.
- Develop sound judgements in relation to basic theories and concepts supported by arguments and evidence.
- Develop problem solving approaches to real life business problems.

Method of Assessment

Written coursework – 1500 words (40%)

2-hour exam (60%)

Preliminary Reading

Adams, Alix "Law for business students", Pearson Education (latest edition)

Avis, Jo (2009) Performance management. CIMA. [Online] DawsonEra [Accessed 17/9/14]

Bovee & Thill (2014) "Business in action", Pearson (latest edition)

Pech, Marianne (2013) The Financial Times guide to leadership: how to lead effectively and get results. Pearson Education.

Whitmore, John (2009) Coaching for performance: Growing people, performance and purpose. 3rd ed. Nicholas Brealey.

Pre-requisites

None

Synopsis *

The aim of this module is to give students an integrated understanding of business in the context of real organisations, to inspire them with a real interest in the discipline at the beginning of their degree study. It also aims to imbue them with an understanding of the impact business has on people's lives and the important role it plays in modern society.

The module will recognise that there are many interconnected core areas of business (such as strategy, finance, organisational behaviour, people management, and marketing) that need to be considered in successfully running an organization which will be dealt with in Principles of Business 2, and that these areas are impacted by other areas such as communications, legal matters, and information technology. Any business is an ecosystem in itself, and also part of the wider ecosystem of society. This module therefore provides students with the context to understand why they are studying various discipline based modules over the course of their programme. It will also enable them to better understand the operational aspects of a business which form the basis of Principles of Business 2 module. This module will be providing the theoretical underpinning necessary as they move on to the more technical requirements of the core modules at level 5.

The module will introduce key concepts, techniques, and ideas to learners and then apply these to a range of real organisations, partly through an experiential project. This approach will also enable learners to compare and contrast academic theory with real life practices, and to identify influences and interests of both internal and external stakeholders.

The module is also designed to allow students to experience a range of teaching, learning and assessment approaches, and to encourage them to recognise that learning opportunities arise in a variety of forms and locations, in order to enable them to develop as learners.

By the end of the module, students will have an understanding of the basic concepts of business as well as an appreciation of how these apply to the operation of a range of organisations.

This module proceeds in two parts. The first is a largely academic overview, designed to encourage reading, thinking and debate as well as understanding of the set up and infancy of an organisation. The second provides an introduction to some of the technical areas of expertise needed to manage a business, focussing particularly on finance. This will be facilitated through workshops and seminars and students will develop a range of applicable soft skills. (source: RSA).

2022-23 Medway Module Handbook

PRSN4119	Principles of Business 2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Spring	C	30 (15)	100% Coursework	

Contact Hours

Scheduled Hours: 50
Independent Study Hours: 250
Total Study Hours: 300

Learning Outcomes

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

- Understand and explain the full life cycle of a business.
- Evaluate and compare how business concepts and theories are applied in the context of real, international organisations.
- Explain and evaluate the value that different areas of business have in the overall operation of an organisation, and the impact each area has on others and on the overall goals and impact of the organization locally and internationally
- Present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic business theories and concepts.
- Demonstrate a basic knowledge and understanding in a business context of the effective management of organisations, with limited reference to theories, models and frameworks which inform current practice.

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

- Communicate structured and coherent arguments.
- Demonstrate the ability to collaboratively work in a team environment and contribute ideas, informed by an awareness of ethical issues.
- Evaluate different approaches to solving problems.
- Communicate qualitative and quantitative information and ideas accurately and reliably

Method of Assessment

Group presentation – 15 minutes (30%)

Synoptic Reflective report – 2500 words (70%)

In order to pass the module, the student will need to pass the reflective report.

Preliminary Reading

Adams, A., " Law for Business Students", 10th ed., 2018, Pearson chs 2,3,5,6 and 13.

Atrill, P. and McLaney E., "Management Accounting for Decision Makers", Pearson, 8th edition, chs 2, 6 and 7.

Avis, Jo (2009) Performance management. CIMA. [Online]

Jobber, D. and Lancaster, G., "Selling and Sales Management", Pearson, 2015, chs 1 and 3

Bovee & Thill (2014) "Business in action", Pearson (latest edition)

Pech, Marianne (2013) The Financial Times guide to leadership: how to lead effectively and get results. Pearson Education.

Whitmore, John (2009), "Coaching for performance: Growing people, performance and purpose", 3rd ed., Nicholas Brealey

Synopsis *

The aim of this module is to give students an integrated understanding of the operations of a business in the context of real organisations, to inspire them with a real interest in the discipline at the beginning of their degree study. By immersing students in the study of some real and contrasting organisations, learners should develop a holistic understanding of commercial organisations. The module will recognise that there are many interconnected core areas of business (such as strategy, finance, organisational behaviour, people management, and marketing) that need to be considered in successfully running an organisation, and that these areas are impacted by other areas such as communications, legal matters, and information technology. This module therefore provides students with a practical context to develop ideas and problem solving skills which utilize many of the business concepts and skills developed in Principles of Business 1. This practical approach to starting and developing a business idea which could be for profit or non-profit purposes will enable learners to get a better appreciation of the application of business tools and theories to resolve day to day problems. This approach will also enable learners to compare and contrast academic theory with real life practices, and to identify influences and interests of both internal and external stakeholders.

The module is also designed to allow students to experience a range of teaching, learning and assessment approaches, and to encourage them to recognise that learning opportunities arise in a variety of forms and locations, in order to enable them to develop as learners. By the end of the module, students will have an understanding of the basic concepts of business as well as an appreciation of how to apply these to the operation of a range of organisations.

This module proceeds in two parts. The first part consists of an experiential project, where students will be placed into real world, authentic situations in order to run an organisation of their own. This will be facilitated through workshops and seminars and students will develop a range of applicable soft skills whilst putting their learning based on Principles of Business 1 into practice. In the second part, students will need to consider key issues around strategy, leadership, governance and the ability to function as a team, as well as the impact that will have on the success of a business. The module concludes with a study of the end of an organisation's lifecycle – a crucial element of business given that more than 50% of organisations do not survive past the first five years (source: RSA).

2022-23 Medway Module Handbook

PRSN5104	Consultancy Project (Double)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	I	30 (15)	100% Coursework	

Contact Hours

20 hours of seminar sessions

Placement Hours: as agreed

Lectures 10

Independent Study Hours: 270

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and define problems or opportunities which require a justifiable and substantial level of structured research activity.
- Critically review information which is appropriate to the issue identified in order to further understand the situation they are investigating.
- Devise a justified research methodology (research methods, data collection, data analysis) suitable to the research context in order to achieve the research objectives set.
- Objectively and effectively present research data.
- Interpret research data gathered on the problem or opportunity and use academic literature where appropriate.
- Discuss the implications of the research findings and make appropriate recommendations in light of the identified problem or opportunity.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Apply research and basic project management skills.
- Plan, manage and complete a substantial piece of work
- Effectively and appropriately communicate arguments which justify their decisions made throughout a research project, and appropriate, supported recommendations.
- Demonstrate a detailed understanding of a variety of sources of information and data, including those typically used in business contexts, and an ability to evaluate their relevance and applicability to a project.
- Work independently, and devise and complete relevant tasks with limited supervision and respond professionally and constructively to feedback.
- Apply analysis of information and data to contemporary business contexts or issues and identify opportunities and challenges including any ethical issues.
- Communicate and present information in appropriate formats in a professional manner.

Method of Assessment

Research Project Proposal – 500 words (10%)

Research Project Report - 5000 words (60%)

20 minute individual presentation (30%)

A pass must be achieved in the project report in order to pass the module.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Saunders, M., Lewis, P. and Thornhill, A. (2015) "Research Methods for Business Students" 5th Ed. Pearson Education, Harlow, England.

Bryman and Bell (2011) "Business Research Methods" 3rd Ed. Oxford University Press, Oxford England.

Collis, J. and Hussey, R. (2009) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students" 3rd Ed, Palgrave Macmillan, London.

Hart, C. (1998) "Doing a Literature Review: Releasing the Social Science Research Imagination" Sage Publications, London, England.

King, N. and Horrocks, C. (2010) "Interviews in Qualitative Research" Sage Publications, London.

Foddy, W. (1994) "Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research" Cambridge University Press.

In the light of this unit testing students as 'independent learners / problem solvers', a range of e-learning materials will be provided across the whole of the research process. Here the expectation will be set that students will need to drive their own learning as an individual based on the context/situation there are attempting to consultant on.

2022-23 Medway Module Handbook

Synopsis *

This module aims to allow students to independently identify problems, opportunities or issues that require structured research activity in order to draw significant conclusions/recommendations, in the form of a consultancy project. The module will allow students to identify problems or opportunities within a professional context in order to frame their work as well as provide significant depth to the issues at hand. Students will be expected to use appropriate research methods, data collection, and analysis methodologies appropriate to the issues they identify.

The project will facilitate learners acting in a consultancy role for an organisation of their choice.

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PRSN5117		Introduction to Contract Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 35

Independent Study Hours: 1`5

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 critical understanding of the essential principles and rules of contract formation, content (with terms distinguished from representations), execution, termination and remedies for breach.
 - The ability to apply the law of contract (in both statutory and common law form) to complex practical business situations, with a view to avoiding / pre-empting and solving related legal difficulties.
 - The ability to draw up basic contractual agreements which reflect the intention of the parties and make adequate provision for what will happen should one or more of the parties breach their terms.
 - A clear appreciation of the commercial risks inherent in poorly drafted contracts and the financial consequences of breach.
- Critically evaluate the need to draw up contractual agreements which work for all parties concerned, limiting the potential scope for future disaffection and litigation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to work from primary and secondary sources and to use these efficiently to identify appropriate rules of law.
- Demonstrate the ability to offer reasoned criticism from a business perspective and use this background to offer new or imaginative solutions or approaches to legal problems.
- Critically analyse information using a range of established techniques.
- Work with resilience under pressure, producing set outputs within a definite time-limited period

Method of Assessment

The module will be assessed as follows:

Individual Coursework - maximum of 3,500 words (75%)

15 minute client briefing exercise (25%).

A pass must be achieved in the coursework element of assessment in order to pass the module.

Preliminary Reading

Contract Law by Catherine Elliott and Frances Quinn 11th Ed. (Pearson)(2017)

Law for Business Students by Alix Adams 10th Ed (Pearson)

Casebook on Contract Law by Jill Poole 10th Ed. (Oxford University Press)

Treital on The Law of Contract by Edwin Peel 13th Ed. (Sweet and Maxwell)

Blackstone's Statutes on Contract, Tort and Restitution 2013-14 (Oxford University Press)

Gardner, 'Trashing with Trollope: a deconstruction of the postal rules in contract' (1992) 12 Oxford Journal of Legal Studies 170

Hedley, 'Keeping contract in its place: Balfour v Balfour and the enforceability of informal agreements' (1985) 5 Oxford Journal of Legal Studies 391

Extensive reference will be made to case law, statute law and selected monographs available through the Online Learning Environment.

Pre-requisites

None

Synopsis *

The aim of this module is to give students a practical introduction to contract law. It aims to introduce them to the key concepts involved in making a contract and the practical consequences when parties are in breach. Crucially, the module aims to foster in students an understanding of the relevant law they will need to operate effectively in the commercial world, as well as to develop the associated skills, such as drafting and negotiation, with which they will be able to apply this knowledge to practical effect. By the end of the module, students should have a solid grounding in the essential principles of contract law and a clear appreciation of how to apply these to practical business situations. The focus will be on the law of England and Wales, although other jurisdictional variants of this module may be produced in the future.

2022-23 Medway Module Handbook

PRSN5119		Operations and Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Independent 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 and critical understanding key theories, strategies and techniques in the fields of operations management and their application.
- An ability to describe and provide a critique of key theories, strategies and techniques in Project Management and their application.
- An ability to apply their understanding of project management techniques, developing business projects and process plans.
- Apply the principles of agile methodology to project management.
- A recognition of how companies might balance the opportunities and risks associated with PM and OM through measurement, risk management and control. 8
- A thorough knowledge and understanding in an international context of the effective operational management of organisations, including cutting edge theories, models and frameworks which inform current practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a detailed understanding of a variety of sources of information and data, including those typically used in business contexts, and an ability to evaluate their relevance and applicability to a project.
- Apply underlying concepts and principles outside the context in which they were first studied including within employment contexts.

Method of Assessment

This module will be assessed as follows:

Case study coursework - 2,000 words (60%)

Business project & process plan - 1,500 words (40%)

A pass must be achieved in the case study coursework elements of assessment in order to pass the module..

Preliminary Reading

Operations and Process Management. (2012). N. Slack, A. Brandon-Jones, R. Johnston, A. Betts. FT Prentice Hall

Service Operations Management: Improving Service Delivery. (2012). Johnston, R., Clark, G., and Shulver, M. Pearson.

Project Management: The Managerial Process. (2007). Gray, C.F., and Larson, E.W. McGraw-Hill

Project Management for Engineering, Business and Technology. (2011). J.M. Nicholas and H. Steyn. Routledge.

Exploitation, exploration, and process management: The productivity dilemma revisited. (2003). Benner, M, J. & Tushman, M, L. Academy of Management Review

Bentahar, O, & Cameron, R 2015, 'Design and Implementation of a Mixed Method Research Study in Project Management', Electronic Journal Of Business Research Methods, 13, 1, pp. 3-15

Project Management. (2013). Lock, D. 10th edition. Gower

Pre-requisites

None

Synopsis *

This module will provide students with a good understanding of key concepts and theories in the interrelated fields of Operations Management (OM) and Project Management (PM). Students will learn about key practices and techniques and gain a good understanding of how they might be applied in real business contexts. With a focus on business process improvement, measurement, control and risk management, this module will give students a balanced critical sense of the opportunities and challenges attached to OM and PM activities and how effectiveness might be maximised whilst threats are managed.

2022-23 Medway Module Handbook

PRSN5120		People Management and Leadership				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Independent 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:

8.1 A detailed understanding of key theories, practices, processes and, where relevant, legislation, in people management and leadership.

8.2 Knowledge and critical understanding of the pervasive issues related to employment and people management in an ethical context.

8.3 An ability to appraise current practices in people management and leadership with the intention of improvement.

8.4 An understanding of how to use recruitment, selection, performance management, and leadership to improve organisational effectiveness.

8.5 An ability to critically appraise major leadership theories, justifying key people management and leadership decisions, based on evidence.

8.6 A thorough knowledge and understanding in an international context of the effective management of organisations, including cutting edge theories, models and frameworks which inform current practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate the ability to exercise personal responsibility and decision making

9.2 Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Method of Assessment

This module will be assessed as follows:

a coursework assignment – maximum 2500 words (75%)

individual reflective exercise (25%).

Preliminary Reading

People Management. (2013). Neil Thompson. Palgrave Macmillan.

Leadership in Organisations. (2013). Gary Yukl. Pearson.

Leadership: Theory and Practice. (2012). Peter Northouse. Sage.

Fundamentals of Human Resource Management. (2011). R. Noe, J.R. Hollenbeck, B. Gerhart and P. Wright. McGraw-Hill.

Yukl, G., 2009: Leadership in Organizations, 8e., Upper Saddle River, Pearson

Predicting Unit Performance by Assessing Transformational Transactional Leadership. (2003). Bass, B. M., Avolio, B. J., Jung, D. I. & Berson, Y. Journal Of Applied Psychology

Kotter, J.P (1990): What Leaders Really Do In: Harvard Business Review, May-Jun, 68(3), pp. 103- 111

Pre-requisites

None

Synopsis

This module aims to provide students with a good understanding of the processes, practices and theories of people management and leadership within organisations. In particular, it will encourage students to engage critically with key ideas within these fields and apply them to relevant business contexts to develop their understanding of how to lead and manage people within an organisation.

It will furnish students with skills that will enable them to appraise current organisational practices, provide justifiable recommendations for improvement and create executable plans.

It will also give students some opportunities to reflect on their own perspectives on leadership, management and followership.

2022-23 Medway Module Handbook

PRSN5123		Self-Managed Learning (Double)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	I	30 (15)	100% Coursework	

Contact Hours

20 hours of seminar sessions

Placement Hours: as agreed

Lectures 5

Independent Study Hours: 275

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 critical understanding of the well-established principles of the topic independently.
- Demonstrate an ability to discuss a wide range of underlying concepts and, where appropriate, apply these in an employment context.
- Demonstrate an understanding of the limits of their study in terms of knowledge and scope, and understand how these limitations might influence analyses and interpretations based on that knowledge.
- Deploy accurately established techniques of analysis and enquiry.
- Effectively communicate the results of their study/work accurately and reliably, and with structured and coherent arguments that are made in an appropriate context to the audience.
- Achieve greater personal development through developing and applying their learning to an independent course of study or training.
- Identify and evaluate potential solutions to issues identified within the context of the subject.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Initiative and the ability to work autonomously and independently with minimal guidance from others
- Innovation and creativity in their learning
- Personal responsibility and decision making in relation to their own learning, including the application of time management and planning skills

Method of Assessment

Main assessment methods

- 1) Project proposal (10%)
- 2) Coursework – 4500 words (60%)
- 3) 15 minute presentation (30%)

Students must pass the coursework element to pass the module.

Preliminary Reading

Core study text As appropriate for the topic

Supplementary texts As appropriate for the topic

Pre-requisites

None

Synopsis *

The self-managed module aims to allow the student to demonstrate their initiative by applying their skills and knowledge to a specialist area which is of particular interest to them. Using this module, students can design some of their own learning, incorporate learning from a wide range of sources or incorporate work based or entrepreneurial activities. This allows students to demonstrate their autonomy in transferring and applying learning in a range of settings, in ways appropriate to unique situations. This will help to ensure that the student has the confidence to take their learning and personal development further into new areas and emerging sectors, and allows them to pursue their own unique interests.

Students will submit an essay and present on the area of interest (business related) not covered in the main syllabus, create an in depth essay on their learning. They will be assessed according to the learning outcomes of this module, regarding their self-managed learning.

Through this module students can extend the range of electives into any area that interests them, provided it contributes to the overall learning outcomes of the course and is suitably assessed.

Students will work with the Module leader or module tutor (as relevant) to tailor their project to the objectives of this module.

2022-23 Medway Module Handbook

PRSN5124		Strategic Marketing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Independent 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 a systematic understanding of how marketing functions deliver competitive advantage to efficient, effective and ethical organisations.
- Explain and evaluate the relationship between market orientation and the practical process and skills involved in analysing the external environment.
- Evaluate, and apply a range of marketing analysis tools and techniques used to structure, categorise and analyse an organisation's internal and external environment in order to generate marketing intelligence.
- Evaluate the implications and prioritise the importance of external and internal intelligence.
- Devise a range of justifiable objectives which reflect the external and internal contexts of an organisation.
- Explain, apply and evaluate a range of theories which assist marketers in developing a range of strategic options to achieve a competitive advantage.
- Recommend and justify tactical and strategic decisions based on market intelligence and the internal dynamics of a given organisation.
- Identify an organisation's information needs, scope of research projects and resource capability to underpin the development of a business case to support marketing projects.
- Devise appropriate control mechanisms in order to monitor and measure the progress of the implementation of a marketing strategy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate information in a professional manner.
- Use a range of established techniques to critically analyse information, and propose solutions to problems

Method of Assessment

Coursework project - 1,500 words (70%)

1.5 hour examination (30%)

A pass must be achieved in the coursework project in order to pass the module.

Preliminary Reading

Hooley, G., Piercy, N. and Nicoulaud, B. (2012) "Marketing Strategy & Competitive Positioning" 5th Ed. Pearson

Aaker, D. and McLoughlin, D. (2010) Strategic Marketing Management, European Edition, Wiley

Cravens and Piercy (2012) Strategic Marketing' 10th ed. McGraw-Hill Higher Education Strategic Marketing: Creating Competitive Advantage. (2015).

West, D. Oxford University Press Classifying Services to Gain Strategic Marketing Insights. (1983).

Lovelock, C, H. Journal of Marketing Milichovsky, F, & Simberova, I. (2015). 'Marketing Effectiveness: Metrics for Effective Strategic Marketing', Engineering Economics, 26, 2, pp. 211-219

Growth Hacker Marketing: A Primer on the Future of PR, Marketing and Advertising. (2014). Holiday, R. Profile Books
Module will require students to be able to access to market data sources such as Mintel and Business Source Complete and MarketLine Advantage.

Extensive reference will be made to case law, statute law and selected monographs available through the Online Learning Environment.

Pre-requisites

None

Synopsis *

This module provides a comprehensive evaluative insight into the marketing planning process. Here candidates will be expected to primarily research, analyse and in turn devise a marketing plan for a live partnering organisation or case study simulation. The unit will develop candidates' ability to evaluate the various concepts, theories and frameworks seen throughout marketing in order to avoid restricting strategic thinking.

2022-23 Medway Module Handbook

PRSN6102 Brand Building and Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Independent Study Hours: 125

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically evaluate how brands are developed and nurtured over time and aligned to the target audience.
- 2 Critically evaluate the impact brands have on the employees, stakeholders, culture and strategy of an organisation.
- 3 Demonstrate a systematic knowledge and understanding of the key issues and challenges brands face at the early stages, and determine strategic ways in which to mitigate against them.
- 4 Demonstrate a systematic knowledge and understanding at a strategic level of how brands are managed over time using a variety of tools and techniques.
- 5 Critically evaluate the various ways and strategic rationale for brands to enter into collaborations and partnerships, highlighting the pros and cons of doing so.
- 6 Critically evaluate the key tools and techniques that can be used to measure a brand's health over time and develop strategic capability and thinking to maximise a brands potential.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).
- 2 Describe and comment on aspects of current research or advanced scholarship.
- 3 Communicate appropriately to both specialist and non-specialist audiences.
- 4 Collaborate with others and work independently to critically evaluate problems and propose a range of solutions identifying strengths and weaknesses of each solution.
- 5 Demonstrate an appreciation of the uncertainty, ambiguity and limits of current knowledge.

Method of Assessment

Group presentation – 30 minutes (30%)

Individual report – 3500 words (70%)

A pass must be achieved in the individual report element of assessment in order to pass the module.

Preliminary Reading

Keller, "Strategic Brand Management: Global Edition, 4/E" ISBN-13: 9780273779414

Light and Kiddon, "New Brand Leadership: Managing at the Intersection of Globalisation, Localisation and Personalisation, 1/E" ISBN-13: 9780134193823

Other resources:

Brand Vision: <https://www.prophet.com/theinspiratory/2014/03/19/it-starts-with-a-brand-vision/>

Purpose Driven Brands: <http://www.fastcoexist.com/3019856/10-ways-todays-purpose-driven-brands-can-bring-their-core-values-to-life>

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Synopsis *

The module will be developed across three broad themes relating to the development and management of brands:

Theme 1 Building a brand

Introduction to branding,
How a brand is built
Building brands based on vision and consumer insight
Developing the brand plan; segmentation, targeting and positioning
Segmentation; how to identify segments of customers within markets.
(JP) Value, behavioural and task based segmentation.
Targeting; identifying segments to target.
Positioning; achieving a superior position in the minds of customers relative to competitors
Communicating and testing the brand with consumers.
Ways to launch the brand.
Getting feedback and iterating the brand
Aligning the brand to consumers and maximising its reach

Theme 2 Managing growth

Managing a brand and a portfolio of brands
Brand portfolios: What is the role of individual brands in a portfolio?
Brand hierarchy: how are brands and sub-brand linked within a hierarchy?
Brand extensions: how can new brands be introduced that leverage existing ones?
How should brands be managed over time?
The product/brand lifecycle
The product life cycle: its stages and determinants
Managing demand and the marketing mix over the life cycle
Pros and cons of product life cycle concept
Managing a brand' costs
Types of costs and cost reduction strategies.
Break-even analysis. o Profitability versus market share/sales.
Brand collaborations, JVs and partnerships
Developing brand collaborations
When brands come together

Theme 3 Evaluating the brand

Building brand value/equity
What is brand equity?
Why measure it? o How is brand equity built?
Tools and techniques to build brand equity
What is the role of various media in building brand equity?
Brand measurement and testing techniques
Marketing testing techniques
Brand tracking
Net promoter score
Brand Asset Validator
Brand evaluation
Profitability versus market share/sales.
Assessing market response.

PRSN6105		Final Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	30 (15)	100% Coursework	

Contact Hours

Seminars/office hours: 20

Lectures: 10

Independent Study Hours: 270

Total Study Hours: 300

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Identify and define organisational/industrial/consumer based problems or opportunities which require a justifiable and substantial level of structured research activity.
- 2 Critically review and synthesise a variety of source materials (potentially arising from both the business and academic worlds) which are appropriate to the issue identified in order to further understand the situation they are investigating.
- 3 Devise a justified research methodology (research methods, data collection, data analysis) suitable to the business context in order to achieve the research objectives set.
- 4 Objectively and effectively present research data in a manner suitable to its intended audience.
- 5 Interpret research data gathered on the organisational/industrial/consumer based problem or opportunity within the light of appropriate business and academic source materials.
- 6 Discuss the implications of the research findings and make appropriate recommendations in light of the identified organisational/industrial/consumer based problem or opportunity.
- 7 Critically assess their own research and project management skills.
- 8 Conduct a research project with an awareness of its commercial viability, in terms of the relationship between what an organisation would be prepared to spend on such a project as against the time it would take to complete.
- 9 Critically assess the limitations of the scope of their research project and identify opportunities to develop the project

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Plan, manage and complete a substantial piece of work.
- 2 Construct and effectively communicate (orally and in writing) a range of arguments which justify the decisions made throughout a research project and substantiate the recommendations as a result of a research project

Method of Assessment

Assessment will be as follows:

Research Project Proposal – Maximum 1000 words (10%)

Project Report - Maximum of 6000 words (60%)

20 minute presentation (30%)

Preliminary Reading

Saunders, M., Lewis, P. and Thornhill, A. (2015) "Research Methods for Business Students" 5th Ed. Pearson Education, Harlow, England.

Bryman and Bell (2011) "Business Research Methods" 3rd Ed. Oxford University Press, Oxford England

Collis, J. and Hussey, R. (2009) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students" 3rd Ed, Palgrave Macmillan, London.

Hart, C. (1998) "Doing a Literature Review: Releasing the Social Science Research Imagination" Sage Publications, London, England.

King, N. and Horrocks, C. (2010) "Interviews in Qualitative Research" Sage Publications, London.

Foddy, W. (1994) "Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research" Cambridge University Press. Jorgensen, D. (1989) "Participant Observation: A Methodology for Human Studies" Sage Publications, England.

Coghlan, D. and Brannick, T. (2009) "Doing Action Research in Your Own Organization" Sage Publications, England.

Hardy, M. and Bryman, A. (2009) "Handbook of Data Analysis" Sage Publications, England.

Silverman, D. (2011) "Interpreting Qualitative Data" 4th Ed. Sage Publications, England.

Bryne, D. (2002) "Interpreting Quantitative Data" Sage Publications, England.

Pre-requisites

None

Synopsis

This module aims to allow students to independently identify organisational, industrial or consumer-based problems, opportunities or issues that require a substantial level of structured research activity in order to draw significant conclusions/recommendations, in the form of a consultancy project. The module will allow students to contextualise real life problems or opportunities, applying the knowledge, skills and understanding they have developed on the course to the issues at hand. Students will be exposed to various research methods, data collection and analysis tools as part of the course and encouraged to take a critical view of such activities in order to determine their own methodologies appropriate to the issues, opportunities or problems they see with a business setting.

PRSN6106		Industry Studies 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	15 (7.5)	100% Coursework	

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Contact Hours

Scheduled Hours: 25

Independent Study Hours: 125

Total Study Hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic knowledge and understanding of the industry in its global context, including the key players within the industry and key issues facing its future development
- 2 Research and critically evaluate the needs of consumers in different locations using a range of sources.
- 3 Compare, contrast and critically evaluate different organisation structures and models.
- 4 Critically evaluate and contrast global logistical operations issues of different organisations in the industry.
- 5 Critically analyse and evaluate different types of global distribution channels open to firms operating in the industry.
- 6 Compare, contrast and analyse some of the challenges presented by the various ethical and regulatory environments around the world.
- 7 Research and critically examine the nature of change within the industry, including some of the key issues facing its future and provide balanced, supported views about future developments in the industry, principally from a strategic perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and identify and solve problems.
- 2 Accurately deploy established techniques of analysis and enquiry within the discipline.

Method of Assessment

Individual coursework - 3,500 words (75%)

Consultancy exercise – 20 minutes (25%).

A pass must be achieved in the coursework element of assessment to pass the module

Preliminary Reading

International Business Global Edition, 7/E by Ricky Griffin and Michael Pustay

International Business 14/E by John Daniels, Lee Radebaugh and Daniel Sullivan

Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment 2/E by Tom Cannon

Operations Management: Producing Goods and Services by David Waters FT Press

Porter, M E & Kramer, M "Creating Shared Value", Harvard Business Review (Jan – Feb 2011)

Crane and Matten, "Business Ethics: Managing corporate citizenship and sustainability in the age of globalization", OUP (latest edition)

Zadok, "The Path to Corporate Responsibility", Harvard Business Review (Dec 2004)

Pre-requisites

None

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Synopsis *

This module will explore a global industry in detail, with the expectation that the student will take the initiative to research current developments.

Overall, this module aims to provide students with a systematic understanding of the main developments currently taking shape in the industry being studied. The module will explore the industry in detail, with the student expected to contribute in researching and evaluating the latest trends, innovations and challenges currently being faced.

The module aims to provide an overview of the industry, including its historical and economic development, the consumer needs it aims to fulfil, key players and stakeholders, contemporary issues and possible future developments. This is followed by four sections:

The first section aims to illustrate the changing needs of the consumer for the industry being studied, and to encourage students to critically evaluate the challenges organisations face in delivering solutions within the context of the specific challenges facing that industry.

The second section aims to provide an in-depth insight into the changing nature of the operational and logistical issues in the industry.

The third section introduces students to an analysis of the social, ethical and regulatory context for the industry, and how the industry is evolving in response.

Finally, the module aims to explore the strategic considerations and leadership challenges that senior management of organisations face in this industry, focusing on management challenges within a complex, ambiguous and constantly changing environment

The module aims to provide students with cutting-edge understanding of the industry, principally from a strategic perspective.

PRSN6107 Innovative Marketing Strategies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 40

Independent Study Hours: 110

Total Study hours: 150 hours

Learning Outcomes

The intended specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic knowledge and understanding, some of which is informed by the forefront of the discipline, of the strategic role of marketing and branding including their primary functions in the context of the organisation and wider environment.
- 2 Identify and critically evaluate the trends in the environment and apply innovative market research techniques, both qualitative and quantitative, to understand customers behaviour.
- 3 Critically evaluate the various types of propositions and brands as well as how they are communicated using a variety of channels to increase relevancy and drive value.
- 4 Evaluate the role and alternative strategic approaches to distribution (including multi & omni- channel strategies)
- 5 Critically evaluate various pricing strategies and how they impact and influence on consumer decision-making.
- 6 Identify and describe each of the elements that make up the marketing mix and critically evaluate their strategic influence on delivering a branded overall customer experience.
- 7 Describe and critically evaluate the various marketing effectiveness metrics and tools as well as determine the key challenges faced in measuring marketing activities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate decision-making in complex and unpredictable contexts.
- 2 Communicate appropriately to both specialist and non-specialist audiences.
- 3 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and identify and solve problems, some of which is informed by the forefront of the discipline.

Method of Assessment

Main assessment methods

Individual report – 4000 words (80%) in 2 parts

Group presentation including advert/infomercial (20%)

A pass must be achieved in the individual report in order to pass the module.

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Preliminary Reading

Marketing that works: How entrepreneurial marketing can add sustainable value to any sized company (2 nd Ed)by Lodish, L, Morgan, H, Armchambeau, S and Babin, J ISBN-13: 9780133993332

Marketing Management 2 nd Ed by Kotler, P, Keller, K, Brady, M, Goodman, M and Hansen, T. Pearson.

Hacking Marketing: Agile Practices to Make Marketing Smarter, Faster, and More Innovative by Brinker, S, John Wiley and Sons (1 st edition)

"The Marketing Blueprint" by Marcoux, J, CreateSpace Independent Publishing (2015)

"Marketing Strategy and Competitive Positioning" by Hooley, G, Nicouloud, B and Piercy, N, Financial Times/ Prentice Hall (latest edition)

"Strategic Brand Management: Building, Measuring, and Managing Brand Equity" by Keller, Pearson (latest edition)

"The Ten Principles Behind Great Customer Experiences" by Watkinson, M, Financial Times Press (1 st edition)

Pre-requisites

None

Synopsis *

The module is centred around 4 key themes where students are required to demonstrate critical evaluation and strategic thinking. Below is a detailed overview of what the module will cover in each theme that has been linked to a learning outcome:

Theme one: Role and purpose of the marketing function within the organisation and wider environment

Purpose of the organisation and critical evaluation of marketing's role in generating a vision/mission for the organisation, for example, we will assess shareholder, stakeholder, NGO, Social Enterprise, B-Corp purposes

Changing nature of the organisation; shareholder vs stakeholder value and the role marketing plays in identifying and determining the strategic priorities of the organisation

Role of marketing in the organisation; Functional role and activities, champion the customer, in-depth customer understanding, innovation engine, disruptive marketing activities and customer experience

Key changes for marketing to consider, for example; marketing automation, location-based marketing, virtual reality, ephemeral marketing, data and analytics, internet of things

Theme two: Latest proposition trends, (multi-channel) communication techniques and pricing

Defining a value proposition; techniques to develop a proposition and how to maximise its value

Managing propositions; hierarchies, product lifecycle, BCG matrix, Ansoff

Communication techniques to consider: omni-channel, digital and social media, CRM, personalisation, storytelling, viral, gorilla and PR. We will cover traditional communication techniques as well relating to above, through and below the line

Pricing strategies; Psychology of pricing, considerations of pricing, various pricing strategies and techniques, break-even analysis

Theme three: Marketing mix and customer experience

Customer experience management

Developing a customer experience strategy

Customer care in a digital world

Using each aspect of the marketing mix to enhance the customer experience

Theme four: Marketing Metrics and Effectiveness

Aligning to business objectives and identifying gaps between metrics and outcomes

Measuring effectiveness: KPIs (hard vs soft) and measures of success

Customer, market, brand and other metrics

Measurement techniques across the firms lifecycle

Key critical indicators of organisation health

Reporting metrics

Role of dashboards

Creating a test and learn environment, analysis and feedback loop

Tracking trends

Automated metric triggers

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PRSN6111		Self-Managed Learning (Double)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	30 (15)	100% Coursework	

Contact Hours

Scheduled Hours: 20 hours of seminar sessions

Placement Hours: as agreed

Lectures: 5

Independent Study Hours: 275

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic knowledge and understanding of key aspects of the topic, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline.
- 2 Demonstrate an ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques to critically discuss scholarly output, data, concepts, and assumptions related to the topic.
- 3 Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.
- 4 Develop a conceptual understanding of a subject area independently.
- 5 Effectively communicate the results of their study/work accurately and reliably, and with structured and coherent arguments that are made in an appropriate context to the audience.
- 6 Achieve greater personal development through developing and applying their learning to an independent course of study or training.

The intended generic learning outcomes.

- 1 Initiative and the ability to work autonomously and independently with minimal guidance from others
- 2 Innovation and creativity in their learning
- 3 Personal responsibility and decision making in relation to their own learning, including the application of time management and planning skills

Method of Assessment

Research proposal (10%)

Coursework – 6000 words (60%)

15 minute presentation (30%)

Students must pass the coursework element to pass the module.

Preliminary Reading

Core study text: As appropriate for the topic

Supplementary texts: As appropriate for the topic

Pre-requisites

None

Synopsis *

The self-managed module aims to allow the student to demonstrate their initiative by applying their skills and knowledge to a specialist area which is of particular interest to them. Using this module, students can design some of their own learning, incorporate learning from a wide range of sources or incorporate work based or entrepreneurial activities. This allows students to demonstrate their autonomy in transferring and applying learning in a range of settings, in ways appropriate to unique situations. This will help to ensure that the student has the confidence to take their learning and personal development further into new areas and emerging sectors and allows them to pursue their own unique interests.

Students will submit an essay and present on the area of interest (business related) not covered in the main syllabus, create an in-depth essay on their learning. They will be assessed according to the learning outcomes of this module, regarding their self-managed learning.

Through this module students can extend the range of electives into any area that interests them, provided it contributes to the overall learning outcomes of the course and is suitably assessed. Students will work with the Module leader or module tutor (as relevant) to tailor their project to the objectives of this module.

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PRSN6114		Strategic Innovation Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Independent Study Hours: 125

Total Study Hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a systematic knowledge and understanding of the pervasive issues in enterprise innovation, the influence they have at strategic and tactical levels in organisations, some of which is informed by the forefront of the discipline.
- Demonstrate a knowledge of ethical issues related to intellectual property.
- Identify and critically evaluate opportunities for innovation.
- Develop potential solutions to opportunities using processes and tools used by leading edge innovative companies and evaluate such solutions using appropriate methods.
- Manage their own learning in terms of acquiring disciplinary knowledge from academic literature, the business press and other relevant sources.
- Critically apply their understanding of technology-based innovation tools to live issues.
- Critically evaluate their own strategic solutions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and identify and solve problems, some of which are at the forefront of the discipline
- Describe and comment on aspects of current research or advanced scholarship.
- Utilise primary and original sources, scholarly reviews and refereed articles.

Method of Assessment

Project report presentation (20 minutes) (40%)

Written coursework - 2,000 words (60%).

A pass must be achieved in the coursework element of assessment in order to pass the module.

Preliminary Reading

Exploring Innovation, David Smith, McGraw-Hill, 978-0-077-12123-5

Innovation and Entrepreneurship, Peter Drucker, Butterworth Heinemann, 978- 0750685085

The Innovator's Dilemma, Christensen, Harvard Business Review Press, 978-0-87584- 585-2

Open Innovation, Henry Chesbrough, Harvard Business Review Press, 978-1- 578- 51837-1

The Entrepreneurial State, Mariana Mazzucato, Anthem Press, 978-0-85728-252-1

The Lean Startup, Eric Ries, Portfolio Penguin, 978-0-670-92160-7

And Suddenly the Inventor Appeared, Genrich Altshuller, Technical Innovation Center, 0-9640740-2-8

The Innovator's DNA, Dyer, Gregersen, Christensen, Harvard Business Review Press, 978-1-4221-3481-8

The Power of Co-creation, Ramaswamy & Guillart, Free Press, 978-1-4391-8104-1

Pre-requisites

None

Synopsis >*

This course will provide students with an understanding of enablers and barriers to innovation within a corporate setting and give them grounding in the techniques and processes used by established companies to create and commercialize innovation, including emerging techniques, both in the developed world and emerging economies.

The course will cover key aspects of the innovation process as it is practiced in corporate businesses - how innovation contributes to the ongoing viability and success of companies and the threats from failing to continue to innovate, the enablers and barriers to innovation in large firms, how new patterns of innovation are being adopted by medium and large firms, and how intellectual property is managed in an increasingly open world.

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PRSN6115		Strategic Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Independent Study Hours: 125

Total Study Hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a systematic knowledge and understanding in an international context of the effective management of organisations, including cutting edge theories, models and frameworks which inform current practice.
- Critically evaluate the importance of contemporary issues and influences in strategic thinking including the importance of the relationship between social responsibility, sustainability and corporate performance.
- Explain and critique strategic frameworks and models used for decision-making processes and explain their position in corporate, business and operational strategy contexts.
- Analyse key changes in the evolution of strategic thinking during the past 50 years.
- Identify common triggering events that act as stimuli for strategic change in organisations.
- Apply thorough interpretation and synthesis, to external environmental and internal organisational information to enable the strategic decision-making process.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients.
- Communicate appropriately to both specialist and non-specialist audiences.
- Demonstrate the ability to exercise initiative and personal responsibility.

Method of Assessment

Coursework assignment - maximum 4,000 words (75%)

10 minute individual consultancy presentation (25%)

A pass must be achieved in the coursework element of assessment in order to pass the module.

Preliminary Reading

Johnson, Scholes & Whittington, "Exploring Corporate Strategy", Pearson (latest ed)

Strategic Management and Business Policy, 14/e Wheelen, T.L., Hunger, J. D., Hoffman, A. N., Bamford, C.E.

Strategy Safari. 2/e Edition. (Prentice Hall 2009) Mintzberg, H., Ahlstrand, B., and Lampel, J.

Competitive strategy: Techniques for analysing industries and competitors (Simon and Schuster 2008) Porter, M.E

Competitive advantage: creating and sustaining superior performance, (Simon and Schuster 2008) Porter, M.E

Blue Ocean Strategy, Harvard Business Review Press, Kim, W.C

The Decision Book: Fifty Models for Strategic Thinking, Profile Books, Tschappeler, R

Creating Shared Value, Porter, ME and Kramer MR., Harvard Business Review, 2011

Access to a comprehensive online database of journal articles and other relevant publications on the Online Learning Environment.

Pre-requisites

None

Synopsis *

This module aims to introduce learners to the key issues and contemporary influences in strategic thinking, and will also explain key changes in the evolution of strategic thinking during the past 50 years. The module also aims to explain and critique strategic frameworks and models and explain their value in corporate, business and operational contexts.

An important objective of this module will be to consider how globalization, social responsibility and environmental sustainability influence strategic management, feeding in to the concept of organisational purpose.

The module will consider common triggering events that act as stimuli for strategic change in organisations, and the role of national and international policies in driving organisational change. Modes of strategic decision-making and aids to improved strategic decision-making processes will be explained during the module.

The module also aims to give learners an understanding of the role and responsibilities of directors and managers and explains the importance of the relationship between social responsibility and corporate performance.

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PRSN6116 Sustainability and Purposeful Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Scheduled Hours: 25

Placement Hours: 00

Independent 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:

8.1 Demonstrate a systematic understanding of the concept of purpose and the sustainability function, including challenges that sustainability can create in terms of economic, social and environmental value.

8.2 Demonstrate an understanding of effective corporate sustainability in line with theoretical concepts such as Triple Bottom Line (TBL).

8.3 Critically evaluate the challenges and opportunities faced by business when addressing social and environmental issues.

8.4 Demonstrate a detailed knowledge of sustainability strategies and an ability to apply these to complex scenarios.

8.5 Demonstrate an in-depth understanding of sustainability accounting and reporting principles

8.6 Articulate a supported view of potential future developments in sustainability, primarily from a commercial perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Communicate appropriately to both specialist and non-specialist audiences.

9.2 Collaborate effectively with others with appropriate professional and cultural awareness.

9.3 Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in meeting contemporary challenges posed

Method of Assessment

Coursework assignment - 3,000 words (70%)

Individual presentation (10 minutes plus 5 minutes of questions) (30%).

A pass must be achieved in the coursework element of assessment in order to pass the module.

Preliminary Reading

Corporate Sustainability: Integrating Performance and Reporting, Ann Brockett, Zabihollah Rezaee, Wiley Corporate F&A

The Sustainable MBA : a business guide to sustainability, Giselle Weybrecht, John Wiley & Sons

Michael E. Porter & Mark R. Kramer (2011). Creating Shared Value, Harvard Business Review, January – February 2011 Issue

Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts, Mark J. Epstein, Greenleaf Publishing Limited

Szigeti (2004) - Corporate Social Responsibility from Aspect of the Sustainability Development and Stakeholders

Vágási (2004) - Integration of the Sustainability Concept into Strategy and Marketing

Cannibals with Forks, John Elkington, Capstone Publishing Cradle to Cradle. Remaking the Way We Make Things, Michael Braungart, North Point Press

Whiteman, G., Walker, B. & Perego, P. (2013). Planetary boundaries: Ecological foundations for corporate sustainability, Journal of Management Studies, 50(2), 207-336.

Bieker et al (2002) - Towards Sustainability Balanced Scorecard. Linking Environmental and Social Sustainability to Business Strategy

Pre-requisites

BUSX4118 & BUSX4119

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Synopsis *

In this day and age, businesses are expected to act not simply in the interests of their own investors, consumers and employees, but also to act in a responsible way to society and the environment they rely on and operate within. Corporate sustainability is a tool used by organisations to manage these economic, social and environmental impacts and expectations.

This module will provide students with a comprehensive understanding of the opportunities and challenges that social and environmental concerns create for businesses as well as the wider society. By using the concepts such as the Triple Bottom Line (TBL) as a benchmark for effective corporate sustainability, students will be able to explore strategies to manage, measure and report economic, social and environmental sustainability in a corporate setting.

Overview of the syllabus:

1. Introduction to purpose and sustainability
2. Economics and Sustainability
3. The business case for Sustainability: Challenges and strategic advantages
4. Sustainability, risk management and corporate governance
5. Climate change and carbon footprint
6. Strategies and theoretical frameworks for managing corporate sustainability
7. Sustainability and marketing
8. Sustainability reporting and accounting
9. Sustainable, responsible and impact investing
10. Creating sustainable behaviour

SA300 Social Policy and Social Control						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

Core module for all Social Policy single and joint honours courses, for the Health and Social Care, and the Law and Welfare course. Available as a wild module.

Contact Hours

21 contact hours consisting of lectures, workshops and seminars
129 hours of private study
150 total hours for this module

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the underlying rationale for social policies, including their interconnections with processes of social control
- 8.2 Understand the key stages of the policy making process
- 8.3 Demonstrate an ability to identify the key actors related to a given policy question
- 8.4 Articulate and apply the principles of the different ways of affecting behavioural change in relation to social policy and social control
- 8.5 Critically evaluate the solutions to social problems
- 8.6 Have an understanding of the role of (quantitative) evidence in policy making

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate critical thinking skills by analysing and contextualising policy intentions
- 9.2 Demonstrate study skills by being able to locate and evaluate different sources of information
- 9.3 Demonstrate communication skills, verbal and written.

Method of Assessment

Assessment

Essay 1: 1500 words (40%)

Essay 2: 2000 words (60%)

Reassessment methods

Reassessment will be via a reassessment essay question for both essays.

Preliminary Reading

Alcock et al. (2016) *The Student's Companion to Social Policy*. Oxford: Wiley & Blackwell.

Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: WH Allen

Hudson, J. (2009) *Understanding the Policy Process: Analysing Welfare Policy and Practice*. Bristol: Policy Press.

John, P. (2012) *Analyzing Public Policy*. London: Routledge

King, A., & Crewe, I. (2013). *The blunders of our governments*. Oneworld.

Wincup, E. (2013) *Understanding Crime and Social Policy*. Bristol: Policy Press.

Pre-requisites

None

Restrictions

Unavailable for Stage 3 students

Synopsis *

The module aims to develop the understanding of the policy making process and the role of the different actors within the wider context of the tools and limits of the ability of the UK national government to influence behaviour. It has a particular focus on processes of social control as they relate to social policy. Learning will be centred around two main tasks:

- i. Understanding the links between social policy and the regulation of behaviour e.g. the uses and outcomes of incentives, sanctions and educative communication to promote behavioural changes sought by policy makers.
- ii. Taking topical examples of policy issues, contextualised analysis of the policy making process, its 'stages', key actors and institutions will be used to explore how and why particular policy options emerge and evolve. A central concern will be to help students understand the nature of support and opposition for particular policy proposals and the implications for developing alternative policies.

Availability

Core module for all Social Policy single and joint honours courses, for the Health and Social Care, and the Law and Welfare course. Available as a wild module.

Contact Hours

21 contact hours consisting of lectures, workshops and seminars
129 hours of private study
150 total hours for this module

Department Checked

14/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the underlying rationale for social policies, including their interconnections with processes of social control
- 8.2 Understand the key stages of the policy making process
- 8.3 Demonstrate an ability to identify the key actors related to a given policy question
- 8.4 Articulate and apply the principles of the different ways of affecting behavioural change in relation to social policy and social control
- 8.5 Critically evaluate the solutions to social problems
- 8.6 Have an understanding of the role of (quantitative) evidence in policy making

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate critical thinking skills by analysing and contextualising policy intentions
- 9.2 Demonstrate study skills by being able to locate and evaluate different sources of information
- 9.3 Demonstrate communication skills, verbal and written.

Method of Assessment

Assessment

Essay 1: 1500 words (40%)

Essay 2: 2000 words (60%)

Reassessment methods

Reassessment will be via a reassessment essay question for both essays.

Preliminary Reading

Alcock et al. (2016) *The Student's Companion to Social Policy*. Oxford: Wiley & Blackwell.

Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: WH Allen

Hudson, J. (2009) *Understanding the Policy Process: Analysing Welfare Policy and Practice*. Bristol: Policy Press.

John, P. (2012) *Analyzing Public Policy*. London: Routledge

King, A., & Crewe, I. (2013). *The blunders of our governments*. Oneworld.

Wincup, E. (2013) *Understanding Crime and Social Policy*. Bristol: Policy Press.

Pre-requisites

None

Restrictions

Unavailable for Stage 3 students

Synopsis *

The module aims to develop the understanding of the policy making process and the role of the different actors within the wider context of the tools and limits of the ability of the UK national government to influence behaviour. It has a particular focus on processes of social control as they relate to social policy. Learning will be centred around two main tasks:

- i. Understanding the links between social policy and the regulation of behaviour e.g. the uses and outcomes of incentives, sanctions and educative communication to promote behavioural changes sought by policy makers.
- ii. Taking topical examples of policy issues, contextualised analysis of the policy making process, its 'stages', key actors and institutions will be used to explore how and why particular policy options emerge and evolve. A central concern will be to help students understand the nature of support and opposition for particular policy proposals and the implications for developing alternative policies.

2022-23 Medway Module Handbook

SA312		The Politics of Social Policy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences, including Pathways, Year in Placement and Year Abroad; BA Criminal Justice and Criminology, including Year in Placement and Year Abroad

Contact Hours

This module is taught through lectures, seminars, and private study

Total Hours: 150

Contact hours: 22

Private study: 128 hours

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the way society defines and constructs social problems
- 8.2 Evaluate a range of current social problems
- 8.3 Compare, contrast and evaluate different ideological and party political approaches to solving social problems, and to evaluate the role of political ideologies in directing & shaping social policy
- 8.4 Understand the processes by which 'private troubles' become 'social problems'
- 8.5 Analyse policies and policy documents, applying knowledge of the legislative processes of government

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Use analytical techniques to assess the causes and consequences of problems
- 9.2 Communicate information and analysis using relevant IT packages
- 9.3 Analyse and interpret different types of data
- 9.4 Debate, discuss and examine possible solutions to problems
- 9.5 Debate and discuss various policy options and reach balanced conclusions on the basis of the evidence

Method of Assessment

Main assessment

Coursework – policy analysis assignment (2000 words) – 50%

Coursework – essay (2000 words) – 50%

Reassessment method

100% coursework

Preliminary Reading

Alcock P & May M (2014) (4th Ed) Social Policy in Britain. Basingstoke, Palgrave Macmillan

Baldock, J, Mitton L & Manning N & Vickerstaff S.(eds) (2011) (4th Ed) Social Policy. Oxford, Oxford University Press

Dean, H (2012) Social Policy (2ndEd). Cambridge, Polity

Dorling, D (2015) Inequality and the 1%. Verso

Hill Collins, P (2016) Intersectionality. Cambridge, Polity

Jessop, B (2015) The State: Past, Present, Future. Cambridge, Polity

Sealey, C (2015) Social Policy Simplified: Connecting Theory with People's Lives. Basingstoke, Palgrave.

Pre-requisites

None

Synopsis <span style =

This module introduces students to the politics of social policy. Students will explore the role of politicians, pressure groups, the media and public opinion in shaping responses to social problems, and the party-political and ideological approaches to policy-making. Students will explore the tensions between welfare and the economy and the main tensions between individualism and collectivism in the political environment of the contemporary welfare state. Students will be introduced to the role of politics in social policy making to understand the different value positions political parties hold. Students will examine these issues through reference to different policy sectors, such as employment, social security, health, housing, and education.

2022-23 Medway Module Handbook

SA313 Foundations of Social and Criminological Research 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
2	Medway	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	

Availability

BSc in Social Sciences and BA Criminal Justice and Criminology – compulsory module

Contact Hours

Contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 8.1 Knowledge of the development of the social science disciplines.
- 8.2 Knowledge of the key concepts and debates in social scientific research.
- 8.3 The ability to evaluate debates surrounding key issues in social sciences.
- 8.4 The ability to evaluate key qualitative data sources.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Organise material and communicate clearly in written essays
- 9.2 Conduct research using appropriate library and web-based resources in preparation for assessments
- 9.3 Demonstrate an understanding of different schools of thought and the ability to distinguish them

Method of Assessment

Main assessment methods

Essay of 2,500 words: 50%

2-hour examination: 50%

* Students must attain a pass in both elements to pass the module overall.

Reassessment methods

Reassessment instrument (100% exam)

Preliminary Reading

- Bryman, A. (2016) Social Research Methods. Oxford: Oxford University Press
- Caulfield, L. and J. Hill (2014) Criminological Research for Beginners: A Student's Guide. London: Routledge
- Finch, E. (2016) Criminology Skills. Oxford: Oxford University Press
- Gadd, D., S. Messner, and S. Karstedt (2012) The Sage Handbook of Criminological Research Methods. London: Sage.
- May, T. (2011) Social Research: Issues, Methods and Process. Maidenhead: Open University Press.
- Steel, D. and F. Guala (2011), The Philosophy of Social Science Reader. London: Routledge

Pre-requisites

None

Synopsis *

This module introduces debates about the nature of social research methods principally in sociology, criminology, social history and psychology, with reference to social policy, politics and other social sciences. It will introduce students to social research from an interdisciplinary perspective. Students will develop key study and research skills for research methods module in Stage 2 and the dissertation in Stage 3.

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SA531 The Care and Protection of Children and Families						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

SA531 contributes particularly to Health and Social Care and Social Policy, but more broadly to programmes of study across the School. It is also available as a wild course for students outside the School who have a particular interest in childhood.

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate understanding of the key policy and practice issues associated with family support, child protection, and substitute (family) care, including adoption
- 8.2 Demonstrate familiarity with competing perspectives relating to child care – their differing interpretations of, and emphases upon; the rights of children's and families, and the role of the state – and their influence on policy and practice
- 8.3 Demonstrate a critical understanding of the legal framework within which social care services for children and families are delivered
- 8.4 Demonstrate a critical appreciation of 'evidence-based practice' in relation to work with children and families

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Present arguments in writing through exams and essay writing, and orally through delivering and responding to seminar discussion
- 9.2 Critically analyse and utilise research and statistical data
- 9.3 Synthesise knowledge across a range of disciplinary fields within the social sciences

Method of Assessment

Main assessment methods

Exam – 2 hours: 50%

Essay – 2,500 words: 35%

Seminar Participation Mark: 15%

Reassessment methods

100% Coursework

Preliminary Reading

- Davies, M. (ed) (2012) *Social Work with Children and Families*, Basingstoke: Palgrave
Frost, N. & Parton, N. (2009) *Understanding Children's Social Care: Politics, Policy and Practice*, London: Sage
Kirton, D. (2009) *Child Social Work Policy and Practice*, London: Sage
Rogowski, S. (2013) *Critical Social Work with Children and Families*, Bristol: Policy Press
Stein, M. (2009) *Quality Matters in Children's services : messages from research*, London: Jessica Kingsley
Holland, S. (2011) *Child and Family Assessment in Social Work Practice*. London: Sage
Jowitt, M. and O'Loughlin, S. (2012) *Social Work with Children and Families (3rd edn)* Exeter: Learning Matters

Pre-requisites

None

Restrictions

None

Synopsis *

In broad terms, this module explore the workings of child social care and relationships between children, families and the state. This includes a range of interventions and service provision – covering the areas of family support, child protection and out-of-home care for looked after children. In social scientific terms, the focus is on the dynamic social construction of problems such as child abuse or neglect, their intersection with social divisions and the shaping of state and civil society responses.

The following is an indicative list of topics:

- Social Work & Social Care for Children
- Supporting Families and Children in Need
- Child Protection – An Historical Overview
- What is Child Maltreatment? Contemporary Debates
- (Re)Discovering Child Sexual Abuse and Exploitation
- Understanding Child Maltreatment: private troubles and public issues
- The State as Parent: Looked After Children and Leaving Care
- Adoption: Private Lives and Public Policy
- Interethnic and International Adoption
- Child Welfare and Disabled Children

SA557 Contemporary Issues in Policing: Concepts, Theories, Debates						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Criminal Justice and Criminology BA
Social Sciences BSc

Contact Hours

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

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have a critical awareness of the pragmatic realities that inform modern policing
- 8.2 Be able to demonstrate an ability to critically evaluate contemporary issues that affect modern policing
- 8.3 Be able to demonstrate a detailed understanding of how landmark events have helped to mould and shape the culture and operation of the police service in England and Wales
- 8.4 Be able to demonstrate a critical understanding of the political forces which inform the various aspects of policing practice in England and Wales
- 8.5 Be able to demonstrate a critical awareness of the social aspects of policing which inform community interaction and engagement

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communication skills, communicating ideas and arguments to others, both in written and spoken form for both specialist and non-specialist audiences.
- 9.2 An ability to critically analyse research, its methods and findings, and official/organisational data
- 9.3 An ability to successfully apply critical judgement to problems and debates.
- 9.4 A capacity to use information technology to conduct targeted online searches, and access data sources.

Method of Assessment

Main assessment methods

Assignment – 50%
Examination – 50%

Reassessment methods

100% coursework

Preliminary Reading

Brown, J. (ed) (2014) *The Future of Policing* Routledge
Newburn, T. (ed) (2008). *Handbook of Policing* (2nd ed.). Cullompton, Devon, Willan
Newburn, T. (2005) *Key Readings in Policing* Cullompton, Devon, Willan
Reiner, R. (2010). *The Politics of the Police*, Oxford: Oxford University
Rowe, M. (2014). *Introduction to Policing*, Los Angeles, Sage.
Independent Police Commission (2013) *Policing for a Better Britain*, London.

Pre-requisites

SO329 Introduction to Criminal Justice & Criminology

Synopsis *

This module addresses many of the issues that have shaped the modern practice of policing in recent times. It traces the way in which landmark events have served to mould and shape the daily practice of policing, and the implications that these have for police discretion. The module encourages students to think critically about these issues and to analyse the repercussions that their legacies have had for the routine, everyday social world of police officers and the communities that they serve. Topics include: police-race relations; stop-and-search practice; police cultures; corruption allegations; policing of riots and public disorder; policing of gendered and sexual violence; the rise of police privatisation and vigilantism and the development of performance based cultures.

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SO307 Communication Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	100% Coursework with Pass/Fail Elements	
2	Medway	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

BA (Hons) Social Work – compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Recognise the underlying theoretical and research base informing communication and interpersonal skills in social work
- 8.2 Demonstrate core communication skills and the capacity to develop them.
- 8.3 Demonstrate capacity to engage with others in order to build compassionate and effective relationships, with a particular focus on communicating with those who may be vulnerable.
- 8.4 Describe the importance of self-awareness, self-monitoring, professional boundaries and emotional resilience in social work practice.
- 8.5 Demonstrate awareness of the impact of diversity and the relevance of anti-discriminatory and anti-oppressive principles in interpersonal communication.
- 8.6 Demonstrate basic skills of reflection and recognition of the role of reflective practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in working together with others, including giving and receiving feedback and contributing to the learning of others
- 9.2 Demonstrate personal and professional development

Method of Assessment

Main assessment methods

Coursework - reflective diary (3000 words) - 100%

Reassessment methods

Like-for-like

Preliminary Reading

Egan G. (2010) *The Skilled Helper: A problem management approach to helping*. 9th Edn. Pacific Grove, CA: Brooks/Cole
 Hargie, O. & Dickson, D. (2004) *Skilled Interpersonal Communication: Research, Theory and Practice*. London: Routledge
 Koprowska, J. (2014) *Communication and Interpersonal Skills in Social Work*. 4th Edn, Exeter: Learning Matters
 Lishman, J. (2009) *Communication in Social Work*. 2nd Edn. BASW Macmillan
 Miller, L. (2012) *Counselling Skills for Social Work*. 2nd Edn. London: Sage
 Moss, B. (2017) *Communication Skills in Health and Social Care*, 4th Edn, London: Sage
 Thompson, N. (2017) *Effective Communication: a Guide for the People Professions*. 3rd Edn. Basingstoke: Palgrave Macmillan
 Trevithick, P. (2012) *Social Work Skills and Knowledge: a Practice Handbook*. Maidenhead: Open University Press

Pre-requisites

None

Restrictions

Available as a compulsory module for the Social Work BA ONLY

Synopsis *

In this module students will be introduced to concepts of professionalism and 'relationship' in social work and the role of self-monitoring and reflection. They will learn about, discuss and practise a range of communication and interpersonal skills. These will include: the commencement of effective contacts with service users and colleagues; active listening and attending skills; the role of non-verbal communication; empathy; effective use of questions; paraphrasing and summarising; challenging constructively and managing conflict; the use of electronic and telephone communication; and working with people with special communication needs. Students will also explore the use of feedback in the classroom and in professional practice and supervision.

In addition, the module will introduce students to the theoretical underpinnings of models of personal and professional communication. They will also be encouraged to explore and reflect on the application of social work values and will analyse the impact of inequality, power and diversity in relation to engaging with the experiences of others.

SO308 Lifespan Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BA (Hons) Social Work

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Show a basic understanding of a lifespan approach to human development, and transitions in development
- 8.2 Recognise the relevance of different underlying psychological and physiological perspectives to understanding individual human development and behaviour
- 8.3 Identify the complexity of hereditary, social, political, cultural, economic and environmental factors that influence human development and their interactions
- 8.4 Demonstrate understanding of diversity and difference in conjunction with knowledge of particular life-span models.
- 8.5 Examine the intersection of psychological theories and social factors with issues of discrimination, disadvantage, inequality and injustice
- 8.6 Demonstrate understanding of connections between lifespan models and social work interventions and theories

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate basic skills in gathering, organising, evaluating and synthesising information in a clear and coherent manner.
- 9.2 Take into account different perspectives and assess reliability and relevance of information gathered.

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Beckett C. & Taylor H., (2016) Human growth and development, 3rd edn. London: Sage.

Fawcett M. (2009) Learning through child observation, London: Jessica Kingsley.

Gibson, A. and Gibson, N. (2015) Human Growth, Behaviour and Development, London: Sage.

Howe D. (2011). Attachment across the lifecourse: a brief introduction, Basingstoke: Palgrave Macmillan.

Parrish M., (2014) Social work perspectives on human behaviour, 2nd edn. Maidenhead: Open University Press.

Sudbery J. (2010) Human growth and development: an introduction for social workers, London: Routledge.

Pre-requisites

None

Synopsis *

The module will begin with a general introduction to lifespan approaches and subsequently address the following areas incorporating multiple perspectives on each topic (biological/medical, cognitive, developmental, psychodynamic, social, humanistic and other prominent approaches, focusing specifically on bio-psychosocial approaches):

- Development in early childhood.
- Relationship between brain development and attachment in infancy.
- Childhood development influences on later life.
- Early socialisation.
- Cognitive development and learning in middle/late childhood.
- Social factors: education, gender roles and gender stereotypes, child abuse, and children in care.
- Theories of adolescence: identity and transitions, biological, emotional, social and cultural influences in adolescence

SO309 Law, Rights and Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BA (Hons) Social Work

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of legal rights and justice for service users and their families.
- 8.2 Demonstrate an understanding of the statutory and common law provisions that govern social work in England and Wales and the relationship between the citizen and the state.
- 8.3 Appreciate the philosophical influences on the development and content of the law and statute.
- 8.4 Acquire and evaluate knowledge and understanding of values and social ethics as they relate to the law.
- 8.5 Demonstrate knowledge about and appreciate the application of key legal provision and policy for adults, children and the family.
- 8.6 Demonstrate the knowledge and skills required to analyse information gathered for legal problem solving purposes.
- 8.7 Appreciate the role and impact of public law and policy on the rights of groups likely to come into contact with social work services.

The intended generic learning outcomes.

On successfully completing the module students will be able to

- 9.1 Demonstrate the capacity to gather and evaluate library and web based resources (e-journals and other on-line resources) appropriate to level 4 study.
- 9.2 Integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct a coherent argument in writing.
- 9.3 Demonstrate academic skills through library investigation, class discussion and written assignments.

Method of Assessment

Main assessment methods

Coursework – essay (2000 words) – 80%*

Coursework – in-class test - 20%*

* These components are 'Pass compulsory' – Students are required to pass BOTH individual components of the main assessment to pass the module

Reassessment methods

Like-for-like

Preliminary Reading

Braye, S. & Preston-Shoot, M. (2010) Practising Social Work Law 3rd edn. Basingstoke: Palgrave Macmillan.

Brayne, H. and Carr, H. (2012) Law for Social Workers 12th ed Oxford University Press

Health & Care Professions Council (2012) Standards of Proficiency - England London: HCPC

Laird, S.E (2010) Practical Social Work Law, Pearson, Harlow

Long, L., Roche, J. & Stringer, D. (eds) (2010) The Law and Social Work: Contemporary Issues for Practice (2nd edn) Basingstoke: Palgrave Macmillan.

Partington, M. (Ed) (2008) An Introduction to the English Legal System 4th ed Oxford University Press

White, R., Broadbent, G. and Brown, K. (2009) Law and the Social Work Practitioner 2nd ed Exeter: Learning Matters Ltd

Pre-requisites

None

Restrictions

This module is available as a compulsory module ONLY for students enrolled on the Social Work BA

Synopsis *

This module will introduce students to why social workers need to know the law; how laws are made and classified; natural law and positivist law and their intersection with ethics and philosophy; the sources and context of English law; and the 'legal framework' of English social work including legislation, quasi-legislation and social policy.

An introduction will be provided to the primary and secondary legislation and guidance and the cases that together constitute 'the law' relating to: children and families; youth justice; adults - including those with a learning disability, a physical disability and who are vulnerable as a consequence of age related ill health & carers; and mental health work.

Students will consider the application of legislation as it relates to social work activities, duties and decisions including Case Law, the role and nature of Courts and the legal profession, legal procedure, and the nature of evidence including forensic vs therapeutic interventions. They will be introduced to Human Rights and equality law with a particular focus on justice and the promotion of equality in the areas of "race", gender and sexual orientation, disability and age. They will also consider safeguarding, mental capacity law, confidentiality and responsible information handling.

SO310 Social Policy and Social Problems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

Social Work BA - compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate their ability to understand and assess the complex social, economic, political and cultural contexts in which social work practice is located
- 8.2 Demonstrate an understanding of the processes and explanations in the way society defines and constructs social problems and the impact on individuals, families and communities and the problems of inequality and differential need
- 8.3 Demonstrate an understanding of the key underlying concepts of social policy how it address social need whilst creating new challenges and issues for policy-makers, taking both a historical and comparative perspective
- 8.4 Develop argument/critique about the effects of social policies, particularly focussing on social exclusion and poverty in relation to people who use social work services.
- 8.5 Evaluate the 'market' and 'state' approaches to solving social problems and to apply their knowledge gained from the module to a range of social policy topics.
- 8.6 Interpret and evaluate key concepts in welfare services and delivery; particularly the social democratic and neo-liberal approaches to 'welfare'.
- 8.7 Understand and evaluate trends in modern public and social policy and their applicability to contemporary practice and service delivery in social work.
- 8.8 Demonstrate an understanding of the relationship between legislative and legal frameworks and service delivery standards including the tensions between statute, policy and practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Capacity to gather and evaluate library and web based resources (e-journals and other on-line resources) appropriate to certificate level study
- 9.2 The ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct a coherent argument in writing

Method of Assessment

Main assessment methods

Coursework assignment (3000 words) – 100%

[There is an additional formative coursework assignment (1000 words) but this is NOT part of the main assessment]

Reassessment methods

Like for like

Preliminary Reading

- Alcock P, May M, Wright S (eds) (4th Ed) (2012) Students Companion to Social Policy. Wiley Blackwell
- Baldock J, Milton L, Manning W, Vickerstaff S (2011) Social Policy. Open University Press
- Blackmore K & Griggs E (2007) (3rd Ed) Social Policy: An Introduction. Open University Press
- Byrne, D. (2005) Social Exclusion. Open University Press
- Cunningham J & Cunningham S (2012) Social Policy & Social Work. Sage
- Dickens J (2010) Social Work & Social Policy: An Introduction. Routledge
- Glasby, J. (2007) Understanding Health & Social Care. The Polity Press
- Peckham, S. & Meerabeau, L. (2007) Social Policy for Nurses and The Helping Professions. Open University Press
- Pierson C. 3rd ed. (2006) Beyond the Welfare State - The New Political Economy of Welfare. Polity
- Powell M (ed) (2007) Understanding The Mixed Economy of Welfare. The Polity Press

Pre-requisites

None

Restrictions

Available as a compulsory module for the Social Work BA ONLY

2022-23 Medway Module Handbook

Synopsis *

Students will explore definitions of social policy, need and social problems, the concept of the welfare state – including a historical overview from Social Democracy to the New Right and 'The Third way', and a comparison of 'welfare types'. They will study poverty, social need, patterns of inequality and their impact, the policy context in relation to trends in family life and family problems, the role of feminism in shaping social policy, the gendered nature of domestic violence, and policy around domestic violence from the crisis to the multi-agency approaches of the late 1990s. Key themes and perspectives in child care policy will be explored, including the tensions between the philosophies of 'child rescue' and 'family support', and New Labour and the 'social investment' approach. Students will examine ethics and risk in relation to social policy, including the ethical considerations that impact on people's lives as recipients and providers of services, and the concepts of rationing, targeting and entitlement. They will consider health inequalities and the impact of key variables of gender, ethnicity and social class on patterns of health inequality. Ageing as a social issue will be explored, and the idea of Community Care and a reliance on the community and more informal care. Students will also consider the causes of youth unemployment and policy responses, youth offending and youth justice policies, and will explore the tensions between 'care' and 'control' and public protection.

SO311 Sociological Perspectives for Social Workers						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BA (Hons) Social Work

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand key concepts and theories in sociology and their relevance for recognising and responding to the needs of service users in contemporary social work practice.
- 8.2 Recognise and explain social processes and factors associated with poverty, racism, disabling attitudes and environments, sexism, lack of educational opportunity, and other sources of disadvantage that lead to marginalisation, oppression and social exclusion.
- 8.3 Understand how social locations such as social class, gender, 'race' and ethnicity, age, disability and sexuality are defined and constructed and how they intersect with one another.
- 8.4 Appreciate the relevance of sociological perspectives and the application of research and empirical evidence from sociology to understanding the relationship between structural factors, human agency and behaviour at individual, group and community levels
- 8.5 Describe and analyse the role of (the) social work(er) in a plural society, with particular reference to inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices.
- 8.6 Analyse the nature and validity of different definitions of, and explanations for, the characteristics and circumstances of service users and the services required by them.
- 8.7 Develop the capacity to analyse the complex relationships between social and political philosophies, public policies and priorities, the organisation and practice of social work, including the contested nature of all of these in an environment of change

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather and evaluate information from a range of sources, including knowledge derived from sociological perspectives, and assimilate this information into their seminar discussions and written work.
- 9.2 Demonstrate analytic thinking and skills in relation to problem-solving, evaluation, reflection and writing.
- 9.3 Take personal responsibility for their own learning and the continuing acquisition of knowledge and skills relating to sociological perspectives.

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 100%

Reassessment methods

Like-for-like

2022-23 Medway Module Handbook

Preliminary Reading

Cuff, E.C. Sharrock W W, Francis D.W. (4th Ed) (2000) Perspectives In Sociology. Routledge
Cree, V.E. (2010) (2nd Ed), Sociology for Social Workers & Probation Officers. Routledge
Jones, P. (2003) Introducing Social Theory Blackwell/Polity Press
Giddens, A. (2010), Sociology (6th Ed) Cambridge: Polity
Hamilton, P. & Thompson K. (2002), The Uses of Sociology. Blackwell
Heraud, B.J. (2016), Sociology and social work: perspectives and problems. Elsevier.
Llewellyn, A., Agu, L., Mercer, D. (2008) Sociology for Social Workers Polity.
Sullivan, J.J. (2007), Sociology: Concepts and Application in a Diverse World. Pearson
Yuill, C., & Gibson, A. (2010). Sociology for Social Work: An Introduction. Sage Publications

Pre-requisites

None

Restrictions

Available as a compulsory module for the Social Work BA ONLY

Synopsis *

The module will introduce students to the three main theoretical perspectives in sociology: functionalism, symbolic interactionism & conflict theories; the role of sociological theory in social work practice; and putting theory into reflexive social work practice. Students will explore theories of power, including the distribution and production of power, how power works, and Weberian and Foucauldian theory.

The social locations of gender, ethnicity, social class, disability, sexuality and age will be examined. Students will consider formations of identity, recognising and respecting difference in relation to race and ethnicity, social divisions, social class and stratification, and 'difference as a deficit'.

The module will also explore contemporary theories of the 'family', households and domestic life; themes and perspectives relating to community, and community work and social work; the sociology of childhood in relation to social work; the sociology of health and illness, and mental health and illness; crime and deviance and the dilemmas of caring and controlling; modern organisations, power, authority and the role of social work in a changing professional and policy environment; and the sociology of 'risk' as a unit idea in sociology and its importance in understanding the focus on risk in social work practice.

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SO312		What is Social Work				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	100% Coursework	
2	Medway	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

BA (Hons) Social Work – compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Identify core features of social work and relevant key concepts

8.2 Demonstrate an understanding of the roles social workers undertake and social work's socio-political location in contemporary Britain.

8.3 Demonstrate an initial understanding of the range of problems, needs and risks that may lead people who use services to have contact with social workers

8.4 Explain the main settings and sectors in which social work is delivered

8.5 Demonstrate awareness of the experience and perspectives of people who use services

8.6 Demonstrate understanding of the impact of the organisational context on social work practice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate basic skills with regard to gathering, evaluating and synthesising information in a clear and coherent manner.

9.2 Demonstrate effective use of ICT skills including ICT presentation systems

Method of Assessment

Main assessment methods

Assignment (3,000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Doel, M. (2012) Social Work: the basics. Abingdon: Routledge

Higham, P. (2006) Social Work: Introducing Professional Practice. London: Sage

Horner, N. (2018) What is Social Work? 5th Edn. Exeter: Learning Matters.

Parris, M. (2012) An Introduction to Social Work Practice: a Practical Handbook. Maidenhead: Open University Press

Thompson N (2015) Understanding Social Work 4th edn. Basingstoke: Palgrave Macmillan

Wilson K, Ruch G, Lymbery M and Cooper A (2011) Social Work: An Introduction to Contemporary Practice. 2nd Edn.

Harlow: Pearson Longman

Pre-requisites

None

Restrictions

Available as a compulsory module for the Social Work BA ONLY

Synopsis *

In this module students will be introduced to key aspects of the nature and contemporary context of social work, including the defining characteristics of social work, key terms in social work, and foundation concepts underpinning social work practice. Students will consider the development of social work as a profession, its socio-political location and the various roles social workers may undertake in their work and in society in general, gaining an initial awareness of the complexity and contested nature of the social work role.

Students will be introduced to the nature of problems and needs that may lead to social work support and intervention. A range of approaches to service delivery in the statutory and private and voluntary sectors will be considered and discussed.

SO313 Social Work Theories, Intervention and Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BA (Hons) Social Work – compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an initial understanding of theories and models for social work intervention
- 8.2 Illustrate how historical and cultural contexts impact on the construction of social work theories and methods
- 8.3 Demonstrate the application of theory to practice, and identify models focusing on work with individuals and families in a range of practice settings
- 8.4 Demonstrate an understanding of the application of research, theory and knowledge from sociology, social policy, psychology, health and human growth and development
- 8.5 Understand the role of reflective practice and demonstrate basic skills of reflection
- 8.6 Explain and illustrate how issues of power and anti-oppressive practice are reflected in particular social work theories and methods
- 8.7 Demonstrate an understanding of the purpose and contexts for the involvement of people who use services and carers in developing social work services, social theory and social work training

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate basic skills with regard to gathering, organising, evaluating and synthesising information in a clear and coherent manner
- 9.2 Reflect on the application of theory to practice

Method of Assessment

Main assessment methods

Coursework – essay (2000 words) - 60%*

Coursework – presentation (20 minutes) – 40%*

* These components are 'Pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall.

Reassessment methods

Like-for-like

Preliminary Reading

- Beckett, C. and Horner, N. (2016) *Essential Theory for Social Work Practice*. London: Sage
- Lishmand, J. Yuill, C. Brannan, J. and Gibson, A. (2018) *Social Work: An Introduction (2nd Edn)*. London: Sage.
- Musson, P. (2017) *Making Sense of Theory and It's Application to Social Work*. St Albans: Critical Publishing
- Oko, J. (2011) *Understanding and Using Theory in Social Work (2nd Edition)*. Exeter. Learning Matters.
- Payne, M. (2015) *Modern Social Work Theory (4th Edn)* Basingstoke: Palgrave Macmillan.
- Teater, B. (2014) *An Introduction to Applying Social Work Theories and Methods (2nd Edn)*. Berkshire: OU Press

Pre-requisites

None

Restrictions

Available as a compulsory module ONLY for students enrolled on the Social Work BA (Hons)

Synopsis *

In this module students will be introduced to the dialogue between theory, current context, values and practice models, and they will also learn about the assessment process in social work. A number of theories, approaches and methods will be introduced to the students, including systemic, psychodynamic, person-centred, task-centred, cognitive behavioural, postmodern, constructionist, strengths-based, solution focused and narrative approaches and crisis intervention models.

Students will be encouraged to consider and evaluate the relevance and effectiveness of the theoretical approaches in practice, apply evidence from national and international research, and discuss service user perspectives. They will consider the theories and approaches in relation to principles of partnership, empowerment and anti-oppressive practice

2022-23 Medway Module Handbook

SO314 Values, Ethics and Diversity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

BA Social Work – compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Recognise that social work is a moral activity that has the capacity for benefit or harm, and be able to develop their capacity to apply moral concepts when assessing human situations.
- 8.2 Demonstrate knowledge and understanding of values and social ethics, including awareness of their own values, prejudices, ethical dilemmas and conflicts of interest and the implications of these on their practice.
- 8.3 Recognise the powerful links between intra-personal and inter-personal factors and the wider social, legal, economic, political and cultural context of people's lives.
- 8.4 Understand the impact of injustice, social inequalities and oppressive social relations.
- 8.5 Apply ethical principles and practices critically in planning, problem-solving and decision making activities, taking into account the views of participants, theoretical concepts, research evidence, legislation and organisational policies and procedures.
- 8.6 Have an understanding of the role and function of the professional regulator for social work and the professional association of social workers, which provide guidance on conduct and ethics for students and practitioners.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate basic skills with regard to gathering, organising, evaluating and synthesising information in a clear and coherent manner
- 9.2 Demonstrate skills in working effectively with others
- 9.3 Develop and demonstrate their capacity for reflection and personal development

Method of Assessment

Main assessment methods

Coursework – essay (1,000 words) – 30%

Coursework – Presentation (approx. 20 minutes) – 70%

Reassessment methods

Like-for-like

Preliminary Reading

Banks, S. (2012) *Ethics and Values in Social Work* 4th edn. Basingstoke: Palgrave Macmillan

Bhatti-Sinclair, K. (2011) *Anti-Racist Practice in Social Work*. Basingstoke: Palgrave

Gain, C. (ed) (2010) *Equality and Diversity in Social Work Practice*. Exeter: Learning Matters.

Gray, M. and Webb, S. A. (2010) *Ethics and Value Perspectives in Social Work*. Basingstoke: Palgrave Macmillan.

O' Sullivan, T. (2011) *Decision Making in Social Work*. Basingstoke: Palgrave Macmillan.

Thompson, N. (2011) *Promoting Equality Working with Diversity and Difference* (3rd ed). Basingstoke: Palgrave Macmillan.

Pre-requisites

None

Restrictions

Available as a compulsory module for the Social Work BA ONLY

Synopsis *

The module will encourage students to develop their capacities to respect and promote each person as an individual, the independence and quality of life of individuals whilst protecting them from harm, and the dignity and privacy of individuals, families, carers, groups and communities. During the module students will also examine the importance of recognising and facilitating the use of language and form of communication of each person's choice and value, and recognising and respecting the diversity, expertise and experience of individuals, families, carers, groups and communities. They will explore how to maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way, and discuss strategies to challenge discrimination, disadvantage and other forms of inequality and injustice.

The module will cover the nature, historical evolution and application of social work values, the concept of professionalism and the role of codes of practice and ethics, and the moral concepts of human rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents. Students will be introduced to the complex relationships between justice, care and control in social welfare and the practical and ethical implications of these, including social workers' roles as statutory agents and in upholding the law. They will consider aspects of philosophical ethics relevant to the understanding and resolution of value dilemmas and conflicts in both inter-personal and professional contexts. The importance of recognising key dimensions of social difference and sources of inequality – class, gender, ethnicity, sexuality, age and disability – in delivering ethical social work practice will also be a key focus of the module.

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SO329 Introduction to Criminology and Criminal Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	
2	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA Criminal Justice and Criminology

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess the ways in which images and notions of crime are constructed and represented
- 8.2 Describe and evaluate the core theoretical debates in criminology and criminal justice
- 8.3 Describe and understand the key stages in criminal justice processes and the role of key justice agencies
- 8.4 Use empirical data to explore the nature and extend of crime and victimisation
- 8.5 Describe and evaluate links between crime and key social divisions in society

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate written communication and presentation skills
- 9.2 Organise information in a clear and coherent manner
- 9.3 Demonstrate problem-solving skills and adaptability to changing situations
- 9.4 Demonstrate an ability to synthesise knowledge from different schools and disciplines of enquiry
- 9.5 Demonstrate research skills with regard to using library e-journals and other on-line resources in preparing for assessments (i.e. examination revision and essay preparation)

Method of Assessment

Main assessment methods

Examination – 50%

Essay 1 – 20%

Essay 2 – 20%

Book Review – 10%

Reassessment methods

100% coursework.

Preliminary Reading

Hale, C., Hayward, K., Wahadin, A. and Wincup, E. (eds.) (2013) *Criminology*, 3rd edition. Oxford: Oxford University Press

Maguire, M., Morgan, R. and Reiner, R. (eds.) (2012) *The Oxford Handbook of Criminology*, 5th edition. Oxford: Oxford University Press

Newburn, T. (2013) *Criminology* (2nd edition). London: Routledge

Pre-requisites

None

Synopsis *

This introductory course in criminology and criminal justice will introduce students to the ways in which images and notions of crime are constructed and represented, including the links between crime and the key social divisions of age, gender and ethnicity. They will be introduced to the workings of the criminal justice system and its key agencies. Students would cover the measurement of crime, media representations of crime, the aims and justifications of punishment and the structure and operation of the criminal justice.

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SO343 Understanding Contemporary Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences, including Pathways, Year in Professional Practice and Year Abroad; BA Criminal Justice and Criminology, including Year in Professional Practice and Year Abroad

Contact Hours

Total hours: 150

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of the broad processes of social, economic and political change in Britain since 1900, of continuities and discontinuities.
- 8.2 Demonstrate knowledge and understanding of the historical and contemporary importance of developments such as the growth of trade unions, the creation of the 'Welfare State' and the changing role of women in society.
- 8.3 Demonstrate knowledge of the historiography of the period with reference to specific historical debates.
- 8.4 Demonstrate knowledge of the variety of sources used by historians of contemporary Britain and the ability to evaluate how these are used.
- 8.5 Demonstrate a general understanding of the theory and practice of economic growth and industrialisation, and technical change and employment.

The intended generic learning outcomes.

On successfully completing the module students will be able to

- 9.1 Demonstrate the ability to organise information in written work.
- 9.2 Undertake research effectively using library resources and information technology.
- 9.3 Analyse and understand different sources of data.
- 9.4 Show an understanding of different schools of thought and the ability to distinguish them.

Method of Assessment

Main assessment methods

Coursework - Primary Source Exercise (1000 Words) - 40%

Coursework - Essay (2,500 words) - 60%

Reassessment methods

100% coursework

Preliminary Reading

Carnevali, F and Strange J-M, Twentieth Century Britain: Economic, Cultural and Social Change (Harlow: Longman, 2007)

Lowe, R. The British Welfare State since 1945, 2nd Edition (Basingstoke: Palgrave, 2005)

McKibbin, R, Classes and Cultures: England 1918-1951 (Oxford: Oxford University Press, 1998)

Morgan, K.O. Britain Since 1945: the People's Peace, 3rd Edition (Oxford: Oxford University Press, 2001)

Pearce, M. British Political History 1867-2001: Democracy and Decline 3rd Edition (London: Routledge, 2002)

Todd, S., The People: the Rise and Fall of the Working Class, 1910-2010 (London: John Murray, 2015)

Vernon, J., Modern Britain, 1750 to the Present. (Cambridge: Cambridge University Press, 2016)

Pre-requisites

None

Synopsis >

This module introduces students to the history of Britain in the twentieth and twenty-first centuries, through an exploration of changes and continuities across three themes:- the political world; the economy, and social life. The political world theme engages with the creation of a mass democracy in 1918, the varying fortunes of the political parties and Britain's changing place in the world. The economy theme explores the impact of depressions and recoveries, industrial relations, affluence and globalization. The social life theme draws out the human scale of such experiences, looking at changing social conditions, the experience of war and shifting social attitudes to gender, sexuality and religion. Students will consider the range of primary sources that historians use to analyse past events and processes, building skills in documentary analysis.

SO345 Sociological Perspectives and Concepts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences and BA Criminal Justice and Criminology – compulsory module

Contact Hours

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

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand a range of theoretical perspectives in sociology.
- 8.2 Understand how classical and contemporary sociological perspectives address key debates.
- 8.3 Understand key sociological concepts, such as class, gender and 'race'.
- 8.4 Understand the importance and use of empirical evidence used in sociology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate communication skills, utilising empirical data and information technology as appropriate.
- 9.2 Demonstrate skills in information technology, including using virtual learning environments to develop essay writing.
- 9.3 Demonstrate skills in regard to the organisation of information in a clear and coherent manner.
- 9.4 Demonstrate an understanding of theory and research.

Method of Assessment

Main assessment methods

Coursework - Essay Plan (500 words) – 20%
Coursework - Argumentative Essay (2500 words) – 80%

Reassessment methods

100% coursework.

Preliminary Reading

Jones, P., Bradbury, L. and Le Boutiller, S (2011), *Introducing Social Theory*, 2nd Edition, Cambridge: Polity
Macionis, J. and Plummer, K. (2012), *Sociology*, 5th Edition, Harlow: Pearson Education
Matthewman, S. et al. (2007), *Being Sociological*, Basingstoke: Palgrave
Ritzer, G. and Goodman, D. (2003), *Sociological Theory*, 6th Edition, Boston: McGraw-Hill

Pre-requisites

None

Restrictions

This is a Medway campus module

Synopsis *

The module will discuss classical and contemporary sociological perspectives (including Marxism, Weberianism, feminism and Bourdieusian), examining how they address key sociological debates, such as modernity, social order, conflict, agency and power. The module will also discuss key sociological concepts (such as class, gender and 'race'), explaining how they are used to understand social practices and structures in everyday life.

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SO346		Social Practices and Institutions				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences and BA Criminal Justice and Criminology – compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand a range of substantive topics (e.g., families, economy, cities and political power) in sociology.
- 8.2 Have knowledge of competing sociological arguments on social practices and institutions.
- 8.3 Understand the implications of social processes and institutions on everyday practices.
- 8.4 Understand some of the sociological controversies in promoting a critical social science.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in communication, utilising empirical data and information technology.
- 9.2 Demonstrate skills in information technology, using virtual learning environments.
- 9.3 Demonstrate skills regarding the organisation of information in a clear and coherent manner.
- 9.4 Demonstrate an understanding of theory and research.

Method of Assessment

Main assessment methods

Coursework - Essay (2500 words) - 80%

Coursework - Essay plan (500 words) – 20%

Reassessment methods

100% coursework.

Preliminary Reading

Abbott, P., Wallace, C. and Tyler, M. (2005), *An Introduction to Sociology: Feminist Perspectives*, 3rd Edition, Abingdon: Routledge

Macionis, J. and Plummer, K. (2012), *Sociology*, 5th Edition, Harlow: Pearson Education

Matthewman, S. et al (2007), *Being Sociological*, Basingstoke: Palgrave

Marsh. I. et al. (2009), *Sociology: Making Sense of Society*, 4th Edition, Harlow: Pearson Education

Pre-requisites

None

Restrictions

This is a Medway campus module

Synopsis *

The module will discuss a range of substantive topics (e.g., families, deviance, economy and cities), examining how they address key sociological issues, such as agency, power and culture. The module will also discuss the implications of social practices and institutions for understanding everyday life and social change, explaining how class, gender, ethnicity and other social inequalities are significant concepts in shaping people's lived experiences. Classical and contemporary macro- and micro-theoretical perspectives (such as Marxism, feminism and postmodernism) will be employed to understand and explain social practices and institutions.

SO409		Readiness for Direct Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	10 (5)	Pass/Fail Only	

Availability

BA (Hons) Social Work (compulsory module)

2022-23 Medway Module Handbook

Contact Hours

Students will be required to attend or undertake a minimum of 70 hours (equivalent to 14 days) of skills development activities. These will include both class-based and guided independent activities undertaken by students. There will in addition be 30 hours of self-directed study making the total learning teaching hours for the module 100.

The 70 hours skills development activities comprise:

Interactive class and group work activities including role plays, exercises, discussions and evaluations of videos of practice. There will also be opportunities to meet with and observe and learn from people who use services and carers, enabling students to develop their understanding of perspectives of service users and carers, and encourage critical reflection on the application of social work skills and values in practice. These will enable students to 'rehearse' practice situations, receive constructive formative feedback, build confidence and develop and demonstrate their understanding of and capacity to use a range of skills in practice. Students are also required to visit a social care agency and complete a minimum of two days shadowing placement in a social work setting to enable students to develop their understanding of social work and social care services. Students are required to undertake a community mapping activity and a role play as part of the skills development activities.

Class and group discussions and individual activities will facilitate students' understanding of a range of topics as well as enabling them to develop their ability to reflect on their experiences and monitor their learning.

30 hours of self-directed study comprise:

Students are required to undertake self-directed preparation for the workshop sessions and prepare a presentation of the community mapping activity. The Attendance Record incorporating the personal learning journal and Personal and Professional Development Plan require students to undertake a reflection on learning after each workshop and developmental activity.

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate understanding of and commitment to professional behaviour and personal and professional boundaries
- 8.2 Demonstrate awareness of social work values and the application of anti-oppressive and anti-discriminatory principles in social work practice
- 8.3 Recognise and reflect on their own personal values and how these can impact on practice
- 8.4 Demonstrate core communication skills and the capacity to develop and apply them in practice with service users, carers and colleagues.
- 8.5 Demonstrate awareness of, and the ability to learn from, the perspectives of service users and carers
- 8.6 Demonstrate an awareness of the theoretical knowledge base for social work practice
- 8.7 Demonstrate skills in reflective practice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in working together with others, including giving and receiving feedback and contributing to the learning of others

Method of Assessment

Main assessment methods

Coursework – portfolio - 100%

The portfolio is marked on a pass/fail basis

The portfolio will comprise of a variety of activities which will demonstrate that the student has met the Professional Capability Framework at Readiness for Direct Practice level.

The reassessment method is like-for-like

Preliminary Reading

- Lomax, R., Jones, K., Leigh, S. & Gay, C. (2010) *Surviving Your Social Work Placement*. Basingstoke: Palgrave Macmillan
- Miller, L. (2012) *Counselling Skills for Social Work*. 2nd Edn. London: Sage
- Rolfe, G, Jasper, M. & Freshwater, D, (2011) *Critical reflection in practice: generating knowledge for care*. 2nd Edn. Basingstoke: Palgrave Macmillan
- Rogers, M, Whitaker, D, Edmonson, D and Peach, D (2017) *Developing skills for social work practice*. London: Sage
- Wilson, K., Ruch, G., Lymbery, M. & Cooper, A. (2011) *Social Work: An introduction to contemporary practice*. 2nd Edn. Harlow: Pearson.
- Woodcock Ross, J (2016) *Specialist communication skills for social worker* 2nd edn. London: Palgrave Macmillan.

Pre-requisites

None

Restrictions

Available as a compulsory module in the Social Work BA course ONLY

2022-23 Medway Module Handbook

Synopsis *

The module ensures that each student is 'ready for direct practice' before they embark on their first placement in the second stage of their studies as required by the accrediting professional body. Students are required to complete all elements of this module, including attendance at University-based sessions, in order to pass the module.

The skills development activities will include both class-based and guided independent activities undertaken by students.

Class-based activities will encourage the development of skills used in communication, observation and reflection, and relating theory and practice. This will enable students to practise and further develop the skills and knowledge they are learning in other modules that form part of the 'Readiness for Direct Practice' assessment, in particular SOCI3070 (SO307) 'Communication and Interpersonal Skills' and SOCI3130 (SO313) 'Social Work Theories, Interventions and Skills'.

Learning activities within modules and skills development days will also address the importance of professional behaviour and boundaries, awareness of values and diversity in social work, an initial awareness of risk and safeguarding, the role of professional supervision, and the importance of emotional resilience in social work.

Students will also develop their awareness of the perspectives of service users and carers, and will gain understanding of the context of social work and how social work is organised and practised in a range of settings. Students will have contact with practitioners and service users and carers within class sessions and through visiting social care settings. Each student will also undertake a short shadowing placement with a final year student and practice educator in a social work setting. During this they will observe and discuss examples of social work practice and meet service users and/or carers.

Students will develop their self-awareness and skills of reflection on their learning and experiences through individual activities and class discussions. They will be guided to identify their individual learning needs and monitor and reflect on their own progress.

SO539 Environmental Policy and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Optional module for
SSPSSR bachelor degree programmes
Human Geography BSc (School of Anthropology and Conservation)
Environmental Social Sciences BA (School of Anthropology and Conservation)

Contact Hours

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

Department Checked

25/02/2022

Learning Outcomes

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

- 8.1 Demonstrate an understanding of how selected environmental policies are made, how they are implemented and with what effects.
- 8.2 Demonstrate an understanding of how businesses and other interest groups and citizens contribute to environmental policies
- 8.3 Show they have examined in depth the process of environmental policy-making and practice.
- 8.4 Demonstrate they have acquired understanding at a high level of some of the concepts in and approaches to environmental policy.
- 8.5 Possess a detailed knowledge of the policies and the processes by which they are elaborated and implemented, and of the obstacles they encounter.

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

- 9.1 Demonstrate skills in the organisation of information as demonstrated in their coursework and in responding to information. They will have developed skills in presenting information.
- 9.2 Interpret tables and graphs and integrate numerical and non-numerical information
- 9.3 Make use of journal article abstract services, electronic journals and internet sites. They will use the library resources to find relevant information for their coursework and seminar readings
- 9.4 Critique and evaluate various sources of information, work in small groups, debate and resolve conflict
- 9.5 Reflect upon their own experience in a systematic and analytical way.
- 9.6 Synthesize items of knowledge from different schools and disciplines of enquiry and critically assess environmental policy options

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) – 33%

Coursework - seminar presentation (1000 words) – 17 %

Examination (2 hours) – 50%

Reassessment methods

100% Coursework

Preliminary Reading

Anderson MS & Leifferink D. European Environmental Policy: the Pioneers, Manchester, Manchester University Press

Baker S. (2005) Sustainable Development, London, Routledge

Beder S. (2006) Environmental Principles and Policies: An Interdisciplinary Introduction, Sterling Earthscan

Carter N., (2007) The Politics of the Environment - Ideas, Activism, Policy, Cambridge, Cambridge University Press

Connolly J, Smith G, Benson, D and Saunders, C. Politics and the Environment: from Theory to Practice

Dryzek, J & Schlosberg, D., eds. (2005) Debating the Earth: the Environmental Politics Reader, Oxford, Oxford University Press

Hannigan J. (1995) Environmental Sociology: a Constructionist Perspective, London, Routledge

Hill M. (2017) The Public Policy Process, London, Routledge

McCormick J. Environmental Politics and Policy

Roberts, (2011) J. Environmental Policy, Environmental Policy, London, Routledge

Vogel D. (1986) National Styles of Regulation: Environmental Policy in Great Britain and the United States, Ithaca, Cornell University Press

Synopsis *

The topics covered in this module would include:

- The purpose of environmental policy, policy approaches and the British polity
- Policies relating to air pollution, climate change, energy, waste, transport and land use.
- Ecological modernisation
- Sustainability and sustainable development
- Environmental justice
- Making policy, changing policy: the role of citizen action

2022-23 Medway Module Handbook

SO545 Welfare Histories, Welfare Futures: Social Policy in Historical Context						
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	

Availability

Optional module on BA Criminal Justice and Criminology, BSc Social Sciences general, Sociology & Criminology, Criminology & Psychology, Sociology & Psychology, Sociology and Social Policy pathways.

Contact Hours

Contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to

- 8.1 demonstrate knowledge and critical understanding of the processes of economic and social change in British society since the 1800s, and how these have in turn created new social problems
- 8.2 demonstrate knowledge and critical understanding of the ways in which the policy process and the actors driving it have developed since the nineteenth century, including supranational bodies as well as national ones
- 8.3 demonstrate knowledge of the key theoretical and conceptual approaches to understanding the development of social policy in modern Britain, and the ability to critically evaluate these approaches.
- 8.4 demonstrate the ability to apply knowledge and understanding of change and continuity in British social policy to emerging policy issues
- 8.5 demonstrate the ability to analyse policy documents in a critical fashion

The intended generic learning outcomes

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

- 9.1 Understand the different types of primary data
- 9.2 Demonstrate effective communication skills
- 9.3 Critically evaluate different types of policy sources
- 9.4 Demonstrate effective skills in finding and using library and internet resources
- 9.5 Demonstrate effective skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Coursework – policy analysis assignment (2000 words) – 30%

Coursework – essay (3000 words) – 70% *

Students must pass the essay to pass the module overall.

Reassessment methods

100% coursework

Preliminary Reading

Beresford, P., All our Welfare: Towards Participatory Social Policy. Bristol: Policy Press, 2016.

Bradley, K., Poverty, Philanthropy and the State: Charities and the Working Classes in London, 1918-1979, Manchester: Manchester University Press, 2009

Dorey, P. Policy Making in Britain. 2nd edition, London: Sage, 2014.

Finlayson, G., Citizen, State, and Social Welfare in Britain 1830-1990, Oxford: Clarendon, 1994

Hudson, J., Understanding the Policy Process: Analysing Welfare Policy and Practice, 2nd edition, Bristol: Policy Press, 2009

Szreter, S. and A. Ishkanian, The Big Society Debate: A New Agenda for Social Welfare, Cheltenham: Edward Elgar, 2012

Pre-requisites

None

Synopsis *

This module examines the changes and continuities in the provision of social welfare in Britain from the early nineteenth century to the present day, with an emphasis on the period after 1945. It considers the context of policy and policy reform, as well as the processes. The module will proceed chronologically, using specific major developments as a framework, e.g. the New Poor Law, the Liberal Reforms, the Second World War and reconstruction, the rise of free market ideologies from the 1970s. Within these milestones, students will engage with changes in claims to citizenship and the economy over this period, and how these have impacted on the direction of policy. Students will also look at the mechanics of the policy process, examining such topics as the decline of the Royal Commission, the rise of single-issue campaigning groups etc. Through the historical case studies to be examined, students will also engage with micro, meso and macro policy analysis and its application

2022-23 Medway Module Handbook

SO548 The Psychology of Criminal Justice						
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	

Availability

Optional module on the BSc in Social Sciences and BA Criminal Justice and Criminology programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical appreciation of the development of the field of Criminal Psychology.
- 8.2 Demonstrate critical knowledge about the utility of criminal psychology in criminal justice.
- 8.3 Demonstrate a critical understanding of different perspectives in criminal psychology and how to utilise them.
- 8.4 Understand and critically assess theories utilised in the field of criminal psychology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Organise material and communicate clearly in written essays.
- 9.2 Demonstrate problem-solving, critical thinking, and research skills, including the ability to evaluate evidence.

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

Farrington, D. P., Coid, J.W., and Murray, J. (2009). 'Family factors in the intergenerational transmission of offending'. *Criminal Behaviour and Mental Health*, Vol. 19, Issue 2, pp. 109-124.

Kapardis, A. (2014). *Psychology and Law: A critical Perspective* (Fourth Edition). Cambridge: Cambridge University Press [e-book]

Lickliter, R., and Honeycutt, H. (2003). 'Developmental dynamics: Toward a biologically plausible evolutionary psychology'. *Psychological Bulletin*, Vol. 129, Issue 6, pp. 819-835.

Moffitt, T. E. (1993). 'Adolescence-limited and life-course-persistent antisocial behaviour: A developmental taxonomy'. *Psychological Review*, Vol. 100, Issue 4, pp. 647-701.

Moffitt, T. E. and Caspi, A. (2001). 'Childhood predictors differentiate life-course persistent and adolescent-limited antisocial pathways among males and females'. *Development and Psychopathology*, Vol. 13, Issue 2, pp. 355-375.

Serin, R. C. and Lloyd, C. D. (2009). 'Examining the process of offender change: the transition to crime desistance'. *Psychology, Crime, & Law*, Vol. 15, Issue 4, pp. 347-364.

Pre-requisites

None

Synopsis *

This module will introduce students to the utility of criminal psychology within the criminal justice context. It will introduce students to various topics such as the history of criminal psychology, how the field has been shaped, theories, the emergence, persistence and desistance of offending. The module will help students develop an understanding of criminal psychology and its importance in criminal justice contexts from different perspectives.

Availability

Optional module on the BSc in Social Sciences and BA Criminal Justice and Criminology programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical appreciation of the development of the field of Criminal Psychology.
- 8.2 Demonstrate critical knowledge about the utility of criminal psychology in criminal justice.
- 8.3 Demonstrate a critical understanding of different perspectives in criminal psychology and how to utilise them.
- 8.4 Understand and critically assess theories utilised in the field of criminal psychology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Organise material and communicate clearly in written essays.
- 9.2 Demonstrate problem-solving, critical thinking, and research skills, including the ability to evaluate evidence.

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

Farrington, D. P., Coid, J.W., and Murray, J. (2009). 'Family factors in the intergenerational transmission of offending'. *Criminal Behaviour and Mental Health*, Vol. 19, Issue 2, pp. 109-124.

Kapardis, A. (2014). *Psychology and Law: A critical Perspective (Fourth Edition)*. Cambridge: Cambridge University Press [e-book]

Lickliter, R., and Honeycutt, H. (2003). 'Developmental dynamics: Toward a biologically plausible evolutionary psychology'. *Psychological Bulletin*, Vol. 129, Issue 6, pp. 819-835.

Moffitt, T. E. (1993). 'Adolescence-limited and life-course-persistent antisocial behaviour: A developmental taxonomy'. *Psychological Review*, Vol. 100, Issue 4, pp. 647-701.

Moffitt, T. E. and Caspi, A. (2001). 'Childhood predictors differentiate life-course persistent and adolescent-limited antisocial pathways among males and females'. *Development and Psychopathology*, Vol. 13, Issue 2, pp. 355-375.

Serin, R. C. and Lloyd, C. D. (2009). 'Examining the process of offender change: the transition to crime desistance'. *Psychology, Crime, & Law*, Vol. 15, Issue 4, pp. 347-364

Pre-requisites

None.

Synopsis *

This module will introduce students to the utility of criminal psychology within the criminal justice context. It will introduce students to various topics such as the history of criminal psychology, how the field has been shaped, theories, the emergence, persistence and desistance of offending. The module will help students develop an understanding of criminal psychology and its importance in criminal justice contexts from different perspectives.

2022-23 Medway Module Handbook

SO551 BSc Social Sciences Dissertation (UKM)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Project	

Availability

BSc Social Sciences – optional module
BA Criminal Justice Studies – optional module

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Identify and investigate a chosen problem or topic in depth using primary and secondary source materials.
- 8.2 Make use of an appropriate range of research techniques previously studied in the research methods modules.
- 8.3 Demonstrate the relationship of the study to existing theories and debates.
- 8.4 Demonstrate a firm grasp and critical awareness of methodological principles.
- 8.5 Produce a 10,000 word dissertation, presenting findings in a structured form, properly referenced and with a full bibliography, making use of ICT.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Undertake an extended piece of writing that demonstrates a highly developed skill in written communication.
- 9.2 Gather library, internet and other sources, make judgements about their merits and use them to construct a critical argument.
- 9.3 Make good use of appropriate IT packages to analyse and communicate results.
- 9.4 Study independently, setting personal targets for completion of work and reviewing progress.

Method of Assessment

Main assessment methods
Dissertation (10,000 words) (100%)

Reassessment methods

100% coursework

Preliminary Reading

- Abbott, M. (ed.) (2008) *History Skills: A Student's Handbook*. London: Routledge.
Bryman, A. (2008) *Social research methods*. Oxford: Oxford University Press.
Denzin, N.K. and Y.S. Lincoln (eds.) (2000) *Handbook of Qualitative Research*. London, Sage.
Girden, E. (2001) *Evaluating research articles from start to finish*. London: Sage.
May, T. (2001) *Social Research: issues, methods and process* (3rd edition). Buckingham: Open University Press
Mills, C. Wright (1999) *The Sociological Imagination*. New York: Oxford University Press.
Perks, R. and A. Thompson (eds.) (2006) *The Oral History Reader*. London: Routledge.
Punch, K. (2005) *Introduction to social research: Quantitative and qualitative approaches*. London: Sage.
Silverman, D. (2005) *Doing qualitative research: a practical handbook*. London: Sage.
Stevenson, A. (2007) *Studying Psychology*. Basingstoke: Palgrave Macmillan.

Pre-requisites

SOC16470 (SO647) *Research Methods in Sociology*
It is normally expected that students have achieved a minimum of a strong 2:2 grade in SO647: *Research Methods in Sociology*

Synopsis <span style =

The aim of the Dissertation is to enable students to undertake independent research. In the course of their projects, students will deepen their critical understanding of research design and the application of specific techniques, and will further develop theoretical and practical understandings of the approaches of the relevant discipline.

2022-23 Medway Module Handbook

SO556		Social Ethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	H	30 (15)	100% Coursework	

Availability

Runs every year
BSc Social Sciences; Criminal Justice & Criminology BA – optional module

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate detailed knowledge of key concepts and theories in moral philosophy particularly where they are relevant to contemporary ethical issues and social problems.

8.2 Effectively articulate knowledge of how competing ethical perspectives offer different solutions to ethical and social problems.

8.3 Demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups engage with ethical issues.

8.4 Critically evaluate the relevance of ethical theory to understanding contemporary public life.

8.5 Draw upon social science theories to describe and explain how social relationships and structures (including power) affect people's moral deliberations and actions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate enhanced communication skills.

9.2 Find and using library and internet resources.

9.3 Working collaboratively in teams.

9.4 Synthesize theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Coursework - Essay 1 - Analytical Essay (2500 words) - 40%

Coursework - Essay 2 - Argumentative Essay (2500 words) - 40%

Coursework - Debate and Commentary (approx. 400 words) - 20% - PASS COMPULSORY

Reassessment methods

100% coursework

Preliminary Reading

James Rachels and Stuart Rachels (2012), *The Elements of Moral Philosophy*, 7th Edition, McGraw-Hill, Boston

Christopher Bennett (2010), *What is This Thing Called Ethics?*, Routledge, London

Sandel, Michael (2009), *Justice: What's the right thing to do?*. London: Penguin Books

Tom Beauchamp (2001), *Philosophical Ethics: An Introduction to Moral Philosophy*, McGraw-Hill, Boston

Pre-requisites

None

Synopsis *

This module aims to provide a broad introduction to social ethics. It will give students moral frameworks with which to address contemporary issues affecting social and professional practices and relationships. The module explores how everyday encounters and practices have ethical dimensions, which are often neglected in sociological accounts. A range of topics will be examined, including euthanasia, abortion, capital punishment, prostitution, cannibalism, lying, charity and fair wage. It will draw upon several ethical perspectives, such as utilitarianism, deontology, virtue ethics, feminist ethics and theories of justice, to understand these topics.

SO6013 Social and Criminal Justice Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Availability

BSc Social Sciences
BA Criminal Justice and Criminology

Contact Hours

Total contact hours: 30
Private study hours: 100 hours of voluntary work, 170 hours private study
Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able

- 8.1 Demonstrate enhanced systematic and critical understanding of the 'third sector', the criminal justice system, and/or social support and justice systems and how they work in practice.
- 8.2 Demonstrate a critical understanding of political and sociological theoretical perspectives upon 'third' sector or voluntary engagement in the criminal justice system.
- 8.3 Demonstrate a critical understanding of the relationship between theory and practice in the delivery of 'third sector' and criminal and social justice services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced research and analytical skills including the use of established techniques of enquiry and analysis, especially the ability to associate theory with practice.
- 9.2 Demonstrate developed problem-solving skills and critical awareness.
- 9.3 Demonstrate the ability to work within an organisation and to communicate effectively with specialist and non-specialist audiences

Method of Assessment

Main assessment methods

Coursework - Essay (3,000 words) – 50%
Coursework – Presentation (20 Minutes) - 20%
Coursework - Practice Journal (3,000 words) - 30%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Healey, J. and Spencer, M. 2008, *Surviving your Placement in Health and Social Care: A Student Handbook* Milton Keynes: Open University Press
Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK*. London: Routledge.
Musick, M. and Wilson, J. (2007) *Volunteers: A Social Profile*. Bloomington: Indiana University Press.
Rochester, C., Ellis Paine, A. and Howlett, S. (2011) *Volunteering and Society in the 21st Century*. London: Palgrave.

Restrictions

Please note that this module CANNOT be taken by students on the
BSc Social Sciences with a Placement year
BA Criminal Justice and Criminology with a Placement year

Synopsis *

This module builds on previous sociological and criminological learning. It aims to enhance students' understanding of the 'third sector' and the criminal justice system, and how they operate in practice. It is designed to give students experience of working in the third sector and in the criminal justice system.

Students will undertake work as a volunteer with an organisation that works within the fields of social justice, the third sector or in the criminal justice system, as agreed by the module convenor (assistance is available to identify appropriate volunteering opportunities). Students will complete 100 hours of volunteering for this module by the end of the Spring term.

In addition to their volunteering, students attend lectures and seminars that cover topics such as: the history and development of voluntary action in the 'third sector' and in English criminal justice system; the relationship between volunteers and professionals in 'third sector' and in the criminal justice system; the management, organisation and funding of the principal criminal justice agencies in the public sector; the management and organisation of voluntary/third sector organisations, and the application of sociological and criminological theory to practice.

2022-23 Medway Module Handbook

SO618 Women, Crime and Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Criminal Justice & Criminology BA
Social Sciences BSc (including pathways)

Contact Hours

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

Department Checked

25/03/2022

Learning Outcomes

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

- 8.1 Critically evaluate issues relating to women and their role in the criminal justice system (CJS) in England and Wales and the salience of gender in attitudes towards and policies for crime, deviance, offending and victimisation.
- 8.2 Critically assess theories of traditional criminology in relation to women.
- 8.3 Critically assess alternative feminist perspectives in criminology.
- 8.4 Critically evaluate feminist research methods and studies in criminology

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

- 9.1 Review, consolidate and apply knowledge through written and verbal communication explaining and summarising empirical information and research findings.
- 9.2 Successfully apply critical judgement to problems and debates.
- 9.3 Devise and/or explain theoretical arguments and evidence and present them to specialist and/or non-specialist audiences.

Method of Assessment

Main assessment methods

Essay - 50%
Examination – 50%

Reassessment methods

100% coursework

Preliminary Reading

Silvestri, M. & Crowther-Dowey, C. (2016) *Gender and Crime: A Human Rights Approach* (Sage)
Annison, J. and Braysford, J. (2015) *Women and Criminal Justice: From the Corston Report to Transforming Rehabilitation* (Policy Press)

Pre-requisites

None

Synopsis *

This module provides an introduction to the study of women's relationships with the criminal justice system. The subject is analysed in both its historical and contemporary contexts and there will be a strong emphasis on theoretical understanding of gender, on feminist theory and on inter-disciplinary approaches. Amongst the topics under consideration are: feminist criminology; media representations of women; crime and justice; women offenders and the criminalisation of women; female victims of crime; women in penal institutions; women as prosecutors; and women in criminal justice employment. .

2022-23 Medway Module Handbook

SO619 Prisons, Probation and Offender Rehabilitation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Criminal Justice & Criminology and BSc (Hons) Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a critical understanding of the historical and contemporary role and work of key criminal justice agencies.

8.2 Demonstrate knowledge and critical understanding of the concepts and processes associated with offender rehabilitation and desistance.

8.3 Demonstrate knowledge and critical understanding of key research related to offender rehabilitation and how they translate into policy and practice nationally and globally.

8.4 Demonstrate a critical appreciation of the professional challenges faced by, and the professional skills required by, those working in offender management.

8.5 Evaluate and critically assess theories associated with offender rehabilitation and desistance and demonstrate understanding of different disciplinary approaches to the subject of offender rehabilitation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate ability to articulate comprehension, critical analysis, and interpretation in writing.

9.2 Demonstrate problem-solving, critical thinking, and research skills, including the ability to evaluate evidence.

9.3 Demonstrate ability to identify and gather appropriate library and web-based resources, to analyse them, and to use them to construct a coherent and logical argument.

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 Words) - 50%

Examination (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Cavadino, M. and Dignan, J. (2007) *The Penal System: An Introduction*, 4th edition. London: Sage.

Gelsthorpe, L. and Morgan, R. (eds.) (2007) *Handbook of Probation*. Cullompton: Willan Publishing.

Jewkes, Y. (ed.) (2016) *Handbook on Prisons*, 2nd edition. Cullompton: Willan Publishing.

Liebling, A. with Arnold, H. (2004) *Prisons and their Moral Performance: A Study of Values, Quality, and Prison Life*. Oxford: Oxford University Press.

McGuire, J. (ed.) (2002) *Offender Rehabilitation and Treatment: Effective Programmes and Policies to Reduce Re-Offending*. Chichester: John Wiley.

Robinson, G. and Crow, I. (2009) *Offender Rehabilitation: Theory, Research and Practice*. London: Sage.

Pre-requisites

None

Synopsis *

This module will cover key criminal justice agencies, contestability, and privatisation; the contested purposes of prisons; offending behaviour programmes in prison and probation; 'alternative' models of offender rehabilitation such as democratic and hierarchical therapeutic penal regimes and the 'good lives' model; practice skills in working with offenders; parole, risk, and resettlement; and desistance from crime.

2022-23 Medway Module Handbook

SO628 Drugs - Production and Use in their Cultural Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

The module primarily contributes to the BSc Social Sciences (UKM), but will also be available to BA Criminal Justice Studies students at UKM

Contact Hours

Contact hours: 22
Private Study: 128
Total hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes

- 1) An understanding of the role of drugs in different cultural settings around the world and how de-sacralisation of plant based drugs and their commodification has altered production and use
- 2) Knowledge of the relationship between drug use, altered states and ritual, and the distinction between the sacred and the profane and how this is borne out in different religions and cultures
- 3) An appreciation of how the assessment of risk and danger of substances is determined by cultural values and the social framing of consumption
- 4) The impact of trade and globalisation on cultures of consumption
- 5) The ability to critically evaluate the social, cultural and biological effects of drugs and the complex relationship of policy on patterns of use
- 6) A knowledge and understanding of the prevailing models and theories of drug production and drug consumption

The intended generic learning outcomes

- 1) Ability to analyse conflicting sets of evidence
- 2) Communicate about complex subjects in a form that suits purpose
- 3) Show an understanding of different schools of thought and the ability to distinguish them
- 4) Identify structural similarities in diverse social situations
- 5) Negotiate differences in value and opinion

Method of Assessment

The assessment process will contain two components: a 2,000 word essay (50%), and a two hour examination (50%).

Preliminary Reading

Alexander, B. (2008) *The Globalization of Addiction* Oxford: Oxford University Press
Courtwright, D. (2001) *Forces of Habit* Boston: Harvard University Press
Klein, A. (2008). *Drugs and the World*. London: Reaktion.

Pre-requisites

Either SOC13060 Introduction to Sociology or SAPO3110 Social Problems and Social Policy or SAPO310 Introduction to Psychology as a prerequisite. No co-requisite is required.

Synopsis *

Drugs form an integral part of human culture, with a wide range of medical, religious and recreational applications. They are often so central to social life that they are not identified as drugs and differentiated from drugs used by 'other' cultures. In contrast to policy discussion which is dominated by links with crime and social dysfunction, the cultural approach focuses on the socially constructive role of drugs, and how patterns have changed due to commodification, globalisation and extensification.

At the outset, the module will explore the role of drug use in religion, ritual, and social settings, and look for contrasts between models of integrated and functional, and alienated and dysfunctional drug use. Topics include methods of classification of substances, the association with economic expansion, political domination, social stratification and the emergence of a culture of consumption. The module then discusses how these are aligned with prevailing social and ethical values.

Concepts like addiction, and the link with crime will be subject of critical analysis.

Studies of drug use in different subcultures in the UK and other western societies will be contrasted with work on drug use in different cultural contexts. The module will look at the way drug use is integrated into cultural practice, yet open to discussion and different evaluation.

SO646 Psychology Research Methods and Data Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of the main approaches to conducting psychological research including the strengths and weaknesses of each.
- 8.2 Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research.
- 8.3 Select and perform appropriate statistical tests by hand or using SPSS.
- 8.4 Interpret data and consider the theoretical and practical implications of research findings.
- 8.5 Understand and apply the conventions for reporting research in psychology.
- 8.6 Have the necessary skills to design, conduct and report an individual research project on a psychological topic as a dissertation in the final year of the degree course.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Show improvement in the clear communication of research procedures and outcomes including reporting of quantitative information.
- 9.2 Show progress in ability to use library resources such as e-journals and other online sources for literature review, identification of research questions, and use of specialist techniques.
- 9.3 Show improvement in the ability to collect, analyse and correctly interpret numerical data including the use of appropriate software packages for data analysis.
- 9.4 Demonstrate an ability to work with others on group tasks.

Method of Assessment

Main assessment methods

Coursework (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Jackson, S. L. (2012). *Research Methods and Statistics: A Critical Thinking Approach*. (3rd Ed.) Belmont, Calif: Wadsworth.

Holt, N. & Walker, I. (2009). *Research with People: Theory, plans and practicals*. Basingstoke: Palgrave Macmillan.

McBurney, D. H. & White, T. L. (2013). *Research methods* (7th Ed.). Australia; Belmont, CA: Thomson/Wadsworth.

Pre-requisites

None

Synopsis *

This module will introduce students to methodological approaches in psychology with a focus on quantitative methods. The aims are to strengthen skills in designing and conducting practical work, to acquaint students with a range of descriptive and analytical statistical techniques (including training with SPSS), to provide experience with reporting research, and to prepare students for the dissertation module in the final year. The module is also designed to cover requirements for some postgraduate psychology courses that do not require an accredited psychology degree. As well as developing research skills, the module should enhance the ability to critically evaluate published psychological research. Completion is a requirement to undertake a psychology dissertation in Stage 3. Techniques will be demonstrated through their application to practical work carried out by students.

Indicative topics are:

- Reliability and validity in research design
- Descriptive statistics.
- Probability and significance testing.
- Different analytical tests.
- Correlation and causation.
- Reporting research.
- Critical evaluation of research claims.

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SO647 Research Methods in Sociology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	
2	Medway	Autumn	I	15 (7.5)	100% Coursework	

Availability

BSc (Hons) Social Sciences and BA (Hons) Criminology and Criminal Justice

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of the logics and epistemologies of qualitative social research
- 8.2 Identify a range of different qualitative research strategies and methods and their respective advantages and disadvantages
- 8.3 Be able to apply specific qualitative research techniques (e.g. interviews and ethnography) to empirical questions with a critical awareness of the implications of different methodologies for knowledge claims
- 8.4 Judge and evaluate the validity of research evidence
- 8.5 Demonstrate the importance of research ethics in designing and implementing a project

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate capacity for producing coherently organised information in written work
- 9.2 Demonstrate research skills through use of library resources and information technology
- 9.3 Show ability to collect, analyse and understand verbal, textual and sensory data
- 9.4 Demonstrate ability to work collaboratively with other students in seminar discussions and group projects
- 9.5 Show understanding of different schools of thought and critical perspectives and their relevance in the conduct of research
- 9.6 Be able to identify and define problems and explore possible solutions.

Method of Assessment

Main assessment methods

This module will be assessed by 100% coursework through two linked pieces of coursework:

Assignment 1: Research Design - 1,500 words (30% of overall grade)

Assignment 2: Research Report - 3,000 words (70% of overall grade)

Reassessment methods

100% Coursework

Preliminary Reading

Bryman, A. (2012) Social Research Methods
Devine, F. & Heath, S. (1999) Sociological Research Methods in Context
Gilbert, N. and P. Stoneman (2015) (eds) Researching Social Life
Hesse-Biber, S. N. & Leavy, P. (2005) Approaches to Qualitative Research
May, T. (1997) Social Research. Issues, Methods and Process
Silverman, D. (2013) Doing Qualitative Research
Thompson, A. (1998) The Oral History Reader

Pre-requisites

Pre-requisite: SAPO3130 Foundations of Social and Criminological Research 1

Synopsis *

This module introduces students to the use of qualitative methods for research in the social sciences in the interpretive tradition. It builds on the Stage 1 module, Foundations of Social and Criminological Research SAPO3130 and prepares students for sociological and socio-historical dissertations at Stage 3 SOCI5510. The module looks in detail at how sociologists and social historians do research. It contextualises the evolution of their research methods in relation to different schools of thoughts and critical perspectives, e.g. feminism. It exposes students to different tools of research including semi-structured and oral history interviews, focus groups, archival work and documentary analysis, ethnography, and visual, sensory, mobile and material methods.

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SO650 Youth, Crime and Criminal Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Criminal Justice & Criminology, BSc Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours:- 150

Department Checked

14/03/2022

Learning Outcomes

8The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Critically assess and evaluate youth justice issues.

8.2 Have a critical appreciation of the ways in which the definitions and concepts of 'youth crime' and 'youth justice' have evolved, being sensitive to their historical and cultural meanings.

8.3 Specifically and critically understand issues of youth social control mechanisms and punishment.

8.4 Critically assess contemporary debates and developments in the field of youth justice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Synthesise items of knowledge from different schools and disciplines of enquiry.

9.2 Advance their existing skills in regard to the organisation of information and effective communication in a clear and coherent manner.

9.3 Conduct research by using library, e-journals and other on-line resources

9.4 Demonstrate an understanding of how theory and research can be used to solve problems.

Method of Assessment

Main assessment methods

Coursework - Essay (3,000 words) - 100%.

Reassessment Methods:

100% Coursework

Preliminary Reading

Arthur, R. (2017) *The Moral Foundations of the Youth Justice System: Understanding the principles of the youth justice system* London: Routledge

Case, S. and Haines, K. (2009) *Understanding Youth Offending: Risk factor research, policy and practice* Cullompton: Willan

Goldson, B. and Muncie, J. (2015) *Youth Crime & Justice (2nd edition)* London: Sage

Hopkins Burke, R. (2016) *Young People, Crime and Justice (2nd edition)* London: Routledge

Muncie, J. (2021) *Youth and Crime (5th. Edition)* Los Angeles: Sage

Smith, R. (2013) *Youth Justice: Ideas, policy, practice (3rd edition)* London: Routledge

Pre-requisites

None

Synopsis *

This module will cover: The history of youth crime and youth justice; the age of criminal responsibility; theoretical debates surrounding youth crime; the media construction of youth crime; the politics of youth crime; the structures and technologies of the youth justice system; restorative youth justice; and the relationship between the youth justice system and other branches of social policy.

SO651 Issues in Criminal Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	50% Coursework, 50% Exam	

2022-23 Medway Module Handbook

Availability

BA (Hons) Criminal Justice Studies

Contact Hours

This module will be assessed 50% course work (two essays of between 2,000 and 2,500 words) and 50% three hour unseen exam.

The assignments will cover the following specific areas, which relate to the module's learning outcomes:

- Critically assess and evaluate the various CJS concepts, theories and provision.
- Critically evaluate how gender, age, ethnicity and social class affect the CJS
- Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented in writing

The exam will concentrate on the following issues, which relate to the module's specific learning outcomes:

- Critically assess and evaluate current CJS issues.
- Describe and evaluate concepts of violence and abuse.

Department Checked

25/03/2022

Learning Outcomes

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

At the end of the module students will be able to:

- Critically evaluate contemporary criminal justice policies and developments.
- Have acquired an in depth understanding of the complexities of the way the criminal justice system operates and develops.
- Critically assess the key theories concerning gender, violence and abuse.
- Critically assess the competing theories of punishment and social control mechanisms.
- Describe and critically discuss key international policy developments around human rights.
- Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.
- The above relate to the subject specific outcomes of the BA (Hon) Criminal Justice Studies, as set out in Section 12 of the Programme Specific Specifications, sections A, 1,2,3,4,5, 6, 7,8,9,10,11 and C, 1,2,3,5,7,8.

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

At the end of the module successful students will also have developed skills in:

- Be able to synthesise items of knowledge from different schools and disciplines of enquiry. (Key skill 6)
- Advancing existing skills in regard to the organisation of information in a clear and coherent manner, through essay writing, and seminar based group discussion of completed essays. (Key skills 1 & 5)
- Communicating, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally. (Key Skills 1, 4 & 6)
- Conducting basic research by using library, e-journals and other on-line resources. (Key skill 3)
- Demonstrating a rudimentary understanding of theory and research to the solution of problems.
- Analysing and utilisation of basic statistical data drawn from research and official sources at a rudimentary level. (Key skills 2 & 3- application of number.)
- This module will link the specific outcomes as outlined in sections B & D with specific reference to B1, 2,3,4,5, 6 and D1, 2, 3, 4, 5,6.

Method of Assessment

This module will be assessed 50% course work (two essays of between 2,000 and 2,500 words) and 50% three hour unseen exam.

The assignments will cover the following specific areas, which relate to the module's learning outcomes:

- Critically assess and evaluate the various CJS concepts, theories and provision.
- Critically evaluate how gender, age, ethnicity and social class affect the CJS
- Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented in writing

The exam will concentrate on the following issues, which relate to the module's specific learning outcomes:

- Critically assess and evaluate current CJS issues.
- Describe and evaluate concepts of violence and abuse.

Preliminary Reading

Cavadino, M. and Dignan, J. (2007) *The Penal System: an introduction* (4th edition) London: Sage Publications
Garland, D. (1990) *Punishment and Modern Society: A Study in Social Theory*, Oxford: Clarendon Press
M. Maguire, R. Morgan and R. Reiner (eds.) (2007) *Oxford Handbook of Criminology* (4th edition) Oxford: Oxford University

Melossi, D. (2008) *Controlling Crime, Controlling Society* Cambridge: Polity
Newburn, T. (ed.) (2009) *Key Readings in Criminology* Cullompton: Willan

Pre-requisites

Compulsory Stage 1 Criminal Justice Studies modules

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Synopsis *

This module is concerned with contemporary issues, developments, practices and research in criminal justice. In line with current policy developments it will address the connections between criminal justice policies and other policy developments and critically examine 'new' policy initiatives including such measures as community crime prevention; developments to involve and protect the victims of crime; moves towards broader conceptualisations of justice, including reconceptualisations of crime as social harm. The module examines contemporary policy developments in sentencing, domestic violence, racism in criminal justice practices, amongst other issues.

SO654	Drugs, Crime and the Criminal Justice System					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc Social Sciences (UKM) and BA Criminal Justice and Criminology (UKM)

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 demonstrate critical understanding of the main theories of the relationship between drugs and crime

8.2 critically evaluate strategies for tackling the drug-crime link, especially with regard to issues of equality and diversity

8.3 demonstrate a critical understanding of international comparisons in the area of drug control and treatment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 demonstrate skills in detailed research and analytical, especially the ability to link theory and practice.

9.2 demonstrate advanced problem-solving skills and critical awareness.

9.3 Demonstrate abilities in oral communication of research and analysis.

Method of Assessment

Main assessment methods

Essay - 2,500 words: 30%

Exam – two hours: 50%

Seminar Participation: 20%

Reassessment methods

Reassessment instrument: 100% exam

Preliminary Reading

Bennett, Trevor & Holloway, Katy (2005) Understanding Drugs, Alcohol and Crime, Maidenhead: Open University Press

Hammersley, Richard (2008). Drugs and crime: Theories and practices Bristol: Polity Press

Hucklesby, Anthea & Wincup, Emma (eds) (2010). Drug interventions in criminal justice, Maidenhead, Open University Press

MacGregor, Susanne (2017), The Politics of Drugs: Perceptions, Power and Policies, London: Palgrave,

Stevens, Alex (2011) Drugs, Crime and Public Health: The Political Economy of Drug Policy. London: Routledge

Pre-requisites

SOC13290 (SO329) Introduction to Criminology and Criminal Justice and SAPO3130 (SA313) Foundations of Social and Criminological Research I.

Synopsis *

This module will provide an overview of drug-related offending and the rehabilitation of offenders in the context of wider society. There will be a critical exploration of the relationship between drugs and crime and the effectiveness of treatment in the context of reducing criminality. It will review the laws relating to drug offences and look in detail at the development of government policy linking the criminal justice agenda with treatment. The module will also consider international approaches to the drug-crime link, and address the importance of gender and ethnicity in relation to drug offences.

Availability

BSc Social Sciences (UKM) and BA Criminal Justice and Criminology (UKM)

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

11/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 demonstrate critical understanding of the main theories of the relationship between drugs and crime
- 8.2 critically evaluate strategies for tackling the drug-crime link, especially with regard to issues of equality and diversity
- 8.3 demonstrate a critical understanding of international comparisons in the area of drug control and treatment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 demonstrate skills in detailed research and analytical, especially the ability to link theory and practice.
- 9.2 demonstrate advanced problem-solving skills and critical awareness.
- 9.3 Demonstrate abilities in oral communication of research and analysis.

Method of Assessment

Main assessment methods

Essay - 2,500 words: 30%

Exam – two hours: 50%

Seminar Participation: 20%

Reassessment methods

Reassessment instrument: 100% exam

Preliminary Reading

Bennett, Trevor & Holloway, Katy (2005) Understanding Drugs, Alcohol and Crime, Maidenhead: Open University Press

Hammersley, Richard (2008). Drugs and crime: Theories and practices Bristol: Polity Press

Hucklesby, Anthea & Wincup, Emma (eds) (2010). Drug interventions in criminal justice, Maidenhead, Open University Press

MacGregor, Susanne (2017), The Politics of Drugs: Perceptions, Power and Policies, London: Palgrave,

Stevens, Alex (2011) Drugs, Crime and Public Health: The Political Economy of Drug Policy. London: Routledge

Pre-requisites

SOCI3290 (SO329) Introduction to Criminology and Criminal Justice and SAPO3130 (SA313) Foundations of Social and Criminological Research I.

Synopsis *

This module will provide an overview of drug-related offending and the rehabilitation of offenders in the context of wider society. There will be a critical exploration of the relationship between drugs and crime and the effectiveness of treatment in the context of reducing criminality. It will review the laws relating to drug offences and look in detail at the development of government policy linking the criminal justice agenda with treatment. The module will also consider international approaches to the drug-crime link, and address the importance of gender and ethnicity in relation to drug offences.

SO672 Social Work Practice in a Multi Agency Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	
1	Medway	Autumn	H	15 (7.5)	100% Coursework with Pass/Fail Elements	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Project	

Availability

Social Work BA - compulsory

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical understanding of the relationship between agency policies, legal requirements and professional boundaries in shaping the nature of services in a multi-agency practice context.
- 8.2 Demonstrate knowledge of and reflect on the respective responsibilities of social welfare agencies and social care professionals, taking into account national practice and research
- 8.3 Identify the values, factors and processes that may hinder or facilitate collaboration and interagency activity
- 8.4 Critically understand and evaluate established models of team working and related systems
- 8.5 Apply, reflect on and evaluate theoretical models for collaboration at individual, inter professional and multi-agency levels
- 8.6 Analyse the significance of effective partnership working for service users in achieving appropriate care and support and identify areas where this may be problematic
- 8.7 Identify the specific social work role and responsibilities and be able to articulate them in a multi-agency context
- 8.8 Apply and evaluate skills for establishing effective relationships, working co-operatively with others, managing conflict and liaising and negotiating across organisational and professional boundaries

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced research and organisational skills, information technology skills, problem solving skills and skills in gathering, analysing and synthesising information commensurate with level 6 study.
- 9.2 Communicate effectively with others in an appropriate way in seminar/workshops and show the ability to work as a member of a team with the required negotiating and communication skills.
- 9.3 Critically reflect on and demonstrate understanding of the contributions of colleagues in related professional fields.

Method of Assessment

Main assessment methods

Coursework - reflective analysis – (2000 words) – 50%*

Coursework - presentation (20 minutes) with written summary (1000 words) – 50%*

* These components are 'Pass compulsory' – students must pass the individual assessments in order to pass the module overall.

Reassessment methods

Like-for-like

Preliminary Reading

- Anning, A, Cottrell, D, Frost, N, Green, J & Robinson, M. (2010) Developing Multi-Professional Teamwork for Integrated Children's Services, Maidenhead: Open University Press
- Bailey, D, (2012). Interdisciplinary working in mental health, Houndsmill: Palgrave Macmillan
- Baker, K & Sutherland, A (2009). Multi- Agency Public Protection Arrangements and Youth Justice, Bristol: Policy Press
- Crawford, K, (2011) Interprofessional Collaboration in Social Work Practice, London: Sage
- Quinney A (2010) Collaborative Social Work Practice Learning 2nd Ed, Exeter: Learning Matters Ltd.
- Taylor, I (2012) Multi-professional Teams and the Learning Organization in Gould N & Baldwin M (eds) Social Work, Critical Reflection and the Learning Organization, Aldershot: Ashgate

Restrictions

This module is available to students on the Social Work BA course ONLY

Synopsis *

This module will engage students' understanding of the legal, social and political context for multi-agency working with an emphasis on current national initiatives and the rationale for them. Students will critically analyse the professional and practical barriers to partnership working and how these might be minimised. Models for teamwork in social care and their relevance to multi-disciplinary settings will be outlined. Exploration of systems theory and psychodynamic models as explanatory frameworks will also be a feature. Examples of multi-disciplinary teams in practice – i.e. Sure Start, Youth Offending, Mental Health etc. will enable students to apply these theoretical frameworks effectively.

The module will include a focus on skills in multi-disciplinary working, including negotiating across professional boundaries and addressing issues of power and inequality. The module will explain the links between national initiatives to improved services and outcomes for users

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SO675 History of the Police and Policing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Criminal Justice & Criminology, BSc (Hons) Social Sciences (including pathways)

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand and critically evaluate the social and historical development of police forces with particular reference to the United Kingdom

and other locations from the mid-18th century to c.1980, the historiographical debates concerning this development, and the historical

sources which underpin the study of this development.

8.2 Understand and critically evaluate the social and historical conditions affecting police organization and policing practices in 19th and 20th

century England and Wales and the similarities and differences with other locations, for example Ireland.

8.3 Understand and critically evaluate police-community relations and policing practices and cultures during the given period, particularly in

relation to issues of class and/or gender and/or ethnicity.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Review, consolidate and apply knowledge and understanding through verbal and written communication.

9.2 Successfully apply critical judgement to problems and debates

9.3. Communicate ideas to audiences of specialists and non-specialists.

Method of Assessment

Main assessment methods

Presentation – students must pass this assessment to pass the module: 20%

Written Assignment – 1500 Words: 30%

Examination – 50%

Reassessment methods

100% Coursework

Preliminary Reading

Emsley, Clive, *The English Police* (2nd ed., 1996)

Emsley, Clive, *Gendarmes and the State in Nineteenth-century Europe* (1999)

Jackson, Louise A., *Women Police: Gender, Welfare & Surveillance in the Twentieth Century* (2006)

Taylor, David, *The New Police in Nineteenth Century England* (1997)

Taylor, David, *Policing the Victorian Town* (2002)

Pre-requisites

None

Synopsis */span>

The curriculum principally concerns the historical development of police forces and policing in England and Wales from the mid-18th century to c.1980. The issues of police accountability, finance, operational practices, legitimacy and the politics of policing are all covered in this context. Policing practices are critically examined in relation to gender and/or class and/or ethnicity. Police-community relations, and the role played by the mass media in facilitating them, is also covered.

Alternative models of policing are examined, for example those in Ireland and France, together with the impact of all three models upon colonial territories such as West Africa.

SO681 Restorative Justice: Concepts, Issues, Debates						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

2022-23 Medway Module Handbook

Availability

BA Hons Criminal Justice & Criminology and BSc Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours : 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess restorative justice as an approach to crime from a national and international perspective.
- 8.2 Demonstrate in-depth knowledge and understanding relating to the evaluation of theoretically and empirically based arguments about restorative justice.
- 8.3 Develop a critical understanding of the links between restorative justice and traditional justice systems
- 8.4 Demonstrate knowledge and critical understanding of the social and cultural dimensions of criminal justice.
- 8.5 Demonstrate an ability to identify and make reasoned arguments based on research evidence and academic texts from a national and international perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively synthesise key conceptual arguments coherently in a written form
- 9.2 Demonstrate ability to critically synthesise knowledge from different schools and disciplines of enquiry
- 9.3 Demonstrate enhanced research and organisational skills by using library e-journal and other on line resources

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 words) - 50%

Examination (2 Hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

- McLaughlin, E. Fergusson, R. Hughes, G. and Westmorland, L. (2003) Restorative Justice: Critical Issues, Sage
- Gavrielides, T. (2015) The Psychology of Restorative Justice: Managing the Power Within. Surrey, Ashgate.
- Vanfraechem, I., Bolivar, D., and Aertsen, I. (2015) Victims and Restorative Justice. London: Routledge
- Johnstone, G. (2002) Restorative Justice: Ideas, Values, Debates, Willan publishing
- Crawford, A. and Newburn, T. (2003) Youth Offending and Restorative Justice: Implementing reform in youth justice, Willan publishing
- Weitekamp, E. and Kerner, H. (2002) Restorative Justice: Theoretical Foundations, Willan publishing
- Roche, D. (2003) Accountability in Restorative Justice, Oxford University Press
- Elliott, E., and Gordon, R. (2005) New Directions in Restorative Justice: Issues, practice, evaluation, Willan publishing
- Zehr, H. and Toews, B. (2004) Critical Issues in Restorative Justice, Criminal Justice Press Monsey, New York

Pre-requisites

None

Synopsis >*

Restorative justice has emerged in recent years as a new way of thinking about how we should view and respond to crime. Restorative approaches are making significant inroads into criminal justice policy and practice and this module provides students with an opportunity to engage in an increasingly dynamic and interesting field in contemporary criminal justice. The main aim of this module is to provide students with a critical understanding of restorative justice. It explores key values, issues and debates in restorative justice set in the context of theoretical arguments and criminal justice policy and practice.

The module will open with the concepts and theoretical underpinnings of restorative justice and go on to explore restorative justice and offenders, restorative justice and victims, emotions in restorative justice, the role of the community and the role of the state. It will close with critical issues and debates in restorative justice and future directions.

Availability

BA Hons Criminal Justice & Criminology and BSc Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours : 150

Department Checked

11/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess restorative justice as an approach to crime from a national and international perspective.
- 8.2 Demonstrate in-depth knowledge and understanding relating to the evaluation of theoretically and empirically based arguments about restorative justice.
- 8.3 Develop a critical understanding of the links between restorative justice and traditional justice systems
- 8.4 Demonstrate knowledge and critical understanding of the social and cultural dimensions of criminal justice.
- 8.5 Demonstrate an ability to identify and make reasoned arguments based on research evidence and academic texts from a national and international perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively synthesise key conceptual arguments coherently in a written form
- 9.2 Demonstrate ability to critically synthesise knowledge from different schools and disciplines of enquiry
- 9.3 Demonstrate enhanced research and organisational skills by using library e-journal and other on line resources

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 words) - 50%
Examination (2 Hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

McLaughlin, E. Fergusson, R. Hughes, G. and Westmorland, L. (2003) Restorative Justice: Critical Issues, Sage
Gavrielides, T. (2015) The Psychology of Restorative Justice: Managing the Power Within. Surrey, Ashgate.
Vanfraechem, I., Bolivar, D., and Aertsen, I. (2015) Victims and Restorative Justice. London: Routledge
Johnstone, G. (2002) Restorative Justice: Ideas, Values, Debates, Willan publishing
Crawford, A. and Newburn, T. (2003) Youth Offending and Restorative Justice: Implementing reform in youth justice, Willan publishing
Weitekamp, E. and Kerner, H. (2002) Restorative Justice: Theoretical Foundations, Willan publishing
Roche, D. (2003) Accountability in Restorative Justice, Oxford University Press
Elliott, E., and Gordon, R. (2005) New Directions in Restorative Justice: Issues, practice, evaluation, Willan publishing
Zehr, H. and Toews, B. (2004) Critical Issues in Restorative Justice, Criminal Justice Press Monsey, New York

Pre-requisites

None

Synopsis *

Restorative justice has emerged in recent years as a new way of thinking about how we should view and respond to crime. Restorative approaches are making significant inroads into criminal justice policy and practice and this module provides students with an opportunity to engage in an increasingly dynamic and interesting field in contemporary criminal justice. The main aim of this module is to provide students with a critical understanding of restorative justice. It explores key values, issues and debates in restorative justice set in the context of theoretical arguments and criminal justice policy and practice.

The module will open with the concepts and theoretical underpinnings of restorative justice and go on to explore restorative justice and offenders, restorative justice and victims, emotions in restorative justice, the role of the community and the role of the state. It will close with critical issues and debates in restorative justice and future directions.

2022-23 Medway Module Handbook

SO685		Visual Sociology				
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)	50% Coursework, 50% Project	

Availability

Social Sciences BSc

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge of the development of visual sociology, and assess the usefulness of the visual in producing understanding of the

social (both at conceptual and empirical levels).

8.2 Read images sociologically.

8.3 Understand the role of the visual in social practices and performances, and gain experience of undertaking a project to explore a social

issue based on a visual technique, e.g. photography, photo elicitation in interviews.

8.4 Make use of the visual to communicate knowledge and ideas.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Show ability to present, discuss and critique different perspectives, and demonstrate improvement over the course of the module in the

organisation of ideas in clear and coherent ways in written work and in seminar discussion.

9.2 Show research skills through use of library resources and especially information technology.

9.3 Demonstrate capacity to acknowledge conflicting perspectives and interpretations

Method of Assessment

Main assessment methods

Coursework – essay (2000 words) – 40%

Coursework project report (3000 words) – 50%

Seminar participation – 10%

Reassessment methods

100% coursework

Preliminary Reading

Berger, John (1972) *Ways of Seeing*, London: Penguin.

Bolton, A Pole, C and Mizen, P (2001) 'Picture This: Researching Child Workers' *Sociology* 35(2): 501-18.

Goffman, Erving (1976) *Gender Advertisements*, London: Macmillan, pp 24-31.

Halford, Susan and Caroline Knowles (2005) 'More than words: reflections on working visually' *Sociological Research Online*, 10 (1) Editorial and articles in special issue.

Knowles, Caroline and Paul Sweetman (2004) *Picturing the Social Landscape*, London and New York: Routledge.

Rose, Gillian (2007, 2nd edition) *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, London: Sage.

Sontag, S (1979) *On Photography*, London: Penguin.

Pre-requisites

SO647 Doing Qualitative Research

Synopsis *

This module will introduce students to ways of working with images for the production of sociological knowledge. It will critically discuss the proliferation and power of images in contemporary society, and explore ways of reading images to generate sociological insights. It will discuss the connections between sociology and other approaches to image-making and reading, e.g. social documentary photography, family photographs, postings on social networking websites, and explore the opportunities existing images offer for sociological analysis.

On the one hand, the module will consider the conceptual potential of the visual for sociology, and its capacity to allow for the development of theoretical understanding. On the other, it will offer students the opportunity to engage directly with the production, use and manipulation of images in their project work and thereby to learn first-hand about the issues and possibilities of working with the visual to gain insight into the social.

The module will also emphasize the relationship of the visual to other modes of sociological enquiry, e.g. photo elicitation in interviews. And it will address the capacity of the visual for communicating sociological knowledge. In their own projects, students will be encouraged to explore innovative modes of representation of the social complexity their research addresses.

2022-23 Medway Module Handbook

SO686		Social Justice Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Coursework	

Availability

BSc Social Sciences
BA Criminal Justice and Criminology

Contact Hours

Total contact hours: 32
Private study hours: 140 hours of voluntary work, 128 hours private study
Total study hours: 300

Department Checked

25/03/2022

Learning Outcomes

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

8.1 Demonstrate enhanced understanding of the 'third sector', its historic development and its contemporary role in social policy in Britain as a whole, and in the Medway area in particular.

8.2 Demonstrate a critical understanding of political and sociological theoretical perspectives upon 'civil society' and the 'third' sector.

8.3 Demonstrate an understanding of the concept of 'social justice' and the role of the 'third' / voluntary sector society.

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

9.1 Demonstrate enhanced research and analytical skills, especially the ability to associate theory with practice.

9.2 Demonstrate developed problem-solving skills and critical awareness.

Method of Assessment

Main assessment methods

Presentation - 20%
Practice Journal - 30%
Assignment 1 (2500 words) - 25%
Assignment 2 (2500 words) - 25%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK*. London: Routledge.
Musick, M. and Wilson, J. (2007) *Volunteers: A Social Profile*. Bloomington: Indiana University Press.
Rochester, C., Ellis Paine, A. and Howlett, S. (2011) *Volunteering and Society in the 21st Century*. London: Palgrave.

Pre-requisites

None

Restrictions

Students cannot do this module and SOCI7050 (SO705) Criminal Justice Practice

Synopsis *

Would you like to volunteer for a cause you believe in while learning useful skills and gaining real world experience? If you would this is the module for you!

Social Justice Practice provides an opportunity for you to gain practical experience of the voluntary and community sector and combine it with academic study of the sector and related theoretical concepts such as social capital, social justice, volunteering, altruism and philanthropy. Lectures also cover topics such as the role, management, financing and governance – essential knowledge if you are planning to work in a wide range of different professions.

Students undertake at least 100 hours of voluntary work with a charity usually in Kent or Medway during the academic year.

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SO687 The Politics of Criminal Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	50% Coursework, 50% Exam	

Availability

Optional module to BA (Hons) Criminal Justice & Criminology BSc (Hons) Social Sciences (Medway)

Contact Hours

Total Contact Hours: 44

Private Study Hours: 256

Total study hours:- 300

Department Checked

yes - LSSJ -29/09/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess how and why crime has become such an important issue on the political agenda
- 8.2 Understand and critically analyse different political perspectives on criminal justice
- 8.3 Analyse the implications of political agendas for criminal justice policy making
- 8.4 Critically analyse the criminal justice policy making process

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in written communication, utilising research, empirical data and information technology
- 9.2 Apply critical judgement to problems and debates
- 9.3 Independently access a range of suitable library and web-based resources for final year study and make judgements about the merits of the material obtained

Method of Assessment

Main assessment methods

Essay - 2,500 essay: 50%

Exam – three hours: 50%

Reassessment methods

100% Coursework

Preliminary Reading

Annison, H. (2015) *Dangerous Politics: Risk, Political Vulnerability and Penal Policy* Oxford: Clarendon Press
Barton, A. and Johns, N. (2012) *The Policy Making Process in the Criminal Justice System* London: Routledge
Hobbs, S. and Hamerton, C. (2014) *The Making of Criminal Justice Policy* London: Routledge
Jones, T. and Newburn, T. (2007) *Policy Transfer and Criminal Justice* Maidenhead: Open University Press
Newburn, T. and Rock, P. (eds.) (2006) *The Politics of Crime Control* Oxford: Oxford University Press
Pratt, J. (2007) *Penal Populism*. London: Routledge

Pre-requisites

None

Restrictions

Available to students in Stage 3 only

Synopsis >*

This module traces the way in which criminal justice and criminal justice policy have become increasingly politicised in recent years. It utilises topics such as terrorism, dangerous offenders, penology and capital punishment to highlight the interaction between popular opinion, research, policy formation and the criminalisation of particular groups within society. The module will analyse the manner in which crime has become such an important issue on the political agenda, as well as examining the important role that pressure groups (such as NACRO and the Howard League for Penal Reform) have played in mediating political rhetoric and policy.

2022-23 Medway Module Handbook

SO705 Criminal Justice Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Coursework	

Availability

BA Criminal Justice and Criminology

Contact Hours

Total contact hours: 30

Private study hours: 100 hours of voluntary work, 170 hours private study

Total study hours: 300

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate enhanced understanding of the criminal justice system and how it operates in practice.
- 8.2 Demonstrate a critical understanding of political and sociological theoretical perspectives upon voluntary engagement in the criminal justice system.
- 8.3 Demonstrate an understanding of the relationship between theory and practice in the delivery of criminal justice services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced research and analytical skills, especially the ability to associate theory with practice.
- 9.2 Demonstrate development of problem-solving skills and critical awareness.

Method of Assessment

Main assessment methods

Essay (5000 words) - 50%

Seminar Presentation - 20%

Assignment - Learning Journal - 30%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Healey, J. and Spencer, M. 2008, *Surviving your Placement in Health and Social Care: A Student Handbook* Milton Keynes: Open University Press

Pre-requisites

SOCI3290 (SO329) Introduction to Criminal Justice

Synopsis *

This module is normally taken in stage 3, as it builds on previous criminological learning. It aims to enhance students' understanding of the criminal justice system and how it operates in practice, and to give students experience of working in the criminal justice system.

Students will undertake work as a volunteer with an organisation that works with the criminal justice system agreed by the module convenor (assistance is available to identify appropriate volunteering opportunities). Students will complete 100 hours of volunteering for this module by the end of the Spring term.

In the Autumn term, in addition to their volunteering, students attend six lectures and six seminars that cover topics such as: the history and development of voluntary action in the English criminal justice system; the relationship between volunteers and professionals in the criminal justice system; the management, organisation and funding of principal criminal justice agencies in the public sector; the management and organisation of voluntary/third sector organisations that work with the criminal justice system, and the application of criminological theory to practice.

In the Spring term, in addition to their volunteering, students attend six workshops to reflect and present on their academic and practice learning.

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SO706 Crime and Punishment in England, 1750-1900						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
2	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Runs every Year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ -08/03/2021

Learning Outcomes

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

1. Demonstrate awareness of continuity and change in patterns and perceptions of crime and the responses to it by the legal system and other agencies over the period from 1750-1900 to the present day.
2. Demonstrate understanding of the relationship between the principles underlying criminal justice and the policies adopted by the state during the given period.
3. Demonstrate critical understanding of the origins and historical development of criminal justice policy and institutions.
4. Possess awareness of the role played by the voluntary sector, pressure groups and political influences in shaping official responses to crime.

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

1. Demonstrate enhanced skills in communication and in critical evaluation.
2. Demonstrate enhanced research skills
3. Successfully apply critical judgement to problems and debates through written assignments and seminar work
4. Independently obtain a range of suitable library and web-based resources for second year study and use available evidence to construct an argument
5. Evaluate and analyse different forms of data, including statistics

Method of Assessment

Main assessment methods

Coursework - assignment 1 (1500 words) – 50%

Coursework - assignment 2 (1500 words) – 50%

Reassessment methods

100% coursework

Preliminary Reading

Emsley, Clive (2010) *Crime and Society in England 1750-1900* (4th edition) Harlow: Longman
 Godfrey and Lawrence (2014, second edition) *Crime and Justice 1750-1900* London: Routledge
 Gray, Drew D. (2016) *Crime, Policing and Punishment in England, 1660-1914* London: Bloomsbury
 Knepper, Paul (2016) *Writing the History of Crime* (Bloomsbury Academic)

Pre-requisites

None

Synopsis *

The module is intended to increase awareness of continuity and change in patterns and perceptions of crime and the responses to it by the legal system and other agencies over the period from 1750 to the present day.

Students will study historical perspectives on the history of crime and punishment – Whig, Marxist, revisionist etc.

They will have a chance to undertake critical evaluation of the sources of crime history and learn about change and continuity in the criminal justice system over the period covered.

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SO713		Politics and Power				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences and associated programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate detailed knowledge of the importance of a critical, social scientific approach to politics and political systems in Western and non-Western societies.
- 8.2 Effectively articulate knowledge of how power is distributed, and the social and political conflicts that lead to changes in the allocation of power.
- 8.3 Demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups shape and interact with political and social structures, drawing upon perspectives from sociology, politics and history.
- 8.4 Draw upon social science techniques and theories to describe and explain the structures and processes involved, including utilising key disciplinary concepts to define the uncertainty, ambiguity and limits of knowledge regarding central political debates.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.
- 9.2 Demonstrate developed skills in finding and using library and internet resources.
- 9.3 Demonstrate developed and enhanced skills in working collaboratively in teams.
- 9.4 Demonstrate developed and enhanced skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Argumentative Essay (3000 words) - 80%

Seminar Participation - 20%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Best, S. (2002) Introduction to Politics and Society. London: Sage

Orum, A. (2000), Introduction to Political Sociology, 5th Ed. New Jersey: Prentice-Hall.

Faulks, K. (1999) Political Sociology: A Critical Introduction. Edinburgh: Edinburgh University Press.

Pre-requisites

None

Synopsis *

This module aims to provide an understanding of political ideas and theories, discussing why politics matters in contemporary social life. It will give students various perspectives with which to critically examine power relations and resistance. The module will explore how everyday relationships have political dimensions, affecting people's ability to define and achieve their goals. A range of topics will be examined, including the state, culture, class, gender, social movements, ideologies, the media, civil society, social protests, uprisings, revolutions and violence. We will draw upon major theoretical frameworks, including Marxism, Weberianism, Bourdieusian, Foucauldian, feminism and Habermasian, to understand these topics.

SO714		People, Politics and Participation: The Public Sphere in Modern Britain				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate detailed knowledge of the importance of a critical, social scientific approach to the public sphere in Britain.

8.2 Demonstrate an advanced conceptual understanding of the British political system and public sphere, and its development.

8.3 Critically evaluate arguments, assumptions, abstract concepts and data regarding varying methods and ways in which individuals and groups shape and interact with the public sphere, drawing upon perspectives from sociology, social policy and history.

8.4 Effectively communicate key debates regarding the factors that shape involvement or non-involvement in British public and political life, drawing upon perspectives from sociology, social policy and history.

8.5 Draw upon social science techniques and theories to describe and explain the structures and processes involved in British public and political life, including utilising key disciplinary concepts to define the uncertainty, ambiguity and limits of knowledge regarding central political debates.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.

9.2 Demonstrate enhanced skills in finding and using library and internet resources.

9.3 Demonstrate enhanced skills in working collaboratively in teams.

9.4 Demonstrate enhanced skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Group Presentation - 20%

Essay (3000 words) - 80%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Crowson et al , 2009, NGOs in Contemporary Britain: Non-State Actors in Society and Politics since 1945. Basingstoke: Palgrave

Deakin, N., 2001, In Search of Civil Society. Basingstoke: Palgrave

Edwards, M., 2009, Civil Society. Cambridge: Polity

Faulks, K., 2000, Citizenship. London: Routledge

Faulks, K. , 1998, Citizenship in Modern Britain. Edinburgh: Edinburgh University Press

Halpern, D., 2005, Social Capital, Oxford: Polity

Bradley, K., 2009, Poverty, Philanthropy and the State: Charities and the Working Classes in London, 1918-1979.

Manchester: Manchester University Press

Ishkanian, A. and S. Szreter, 2012, The Big Society Debate: A New Agenda for Social Welfare. Cheltenham: Edward Elgar

Pre-requisites

None

Synopsis *

This module explores the nature of the public sphere in Britain, how groups and individuals from all social classes engage with the state, non-governmental actors/agencies and party politics. Students will examine topics including the role of the state and NGOs, citizenship, social capital, devolution and the 'new localism' and the internet and politics. The major schools of thought that theoretically represent the interrelationships between politics, social structures, ideologies and culture will be explored throughout the module. Indicative topics of study include:

1. Introduction to the British political system and structure
2. The state
3. Non-state actors and agents
4. Civil society
5. Social capital
6. Citizenship
7. Devolution and the 'new localism'
8. Web 2.0, the media and the British public sphere
9. The Big Society

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SO716 Social Work with Children and Families						
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)	70% Coursework, 30% Exam	

Availability

BA (Hons) Social Work (compulsory)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 15/09/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical understanding of the impact of injustice, socio economic factors, social inequalities and oppressive social relations on the lives of children and families
- 8.2 Demonstrate a critical understanding of the range of roles and service settings in which children and families social workers are employed and how support is delivered across the continuum of social need, with a focus on outcomes, best practice and early intervention
- 8.3 Demonstrate an understanding of, and ability to apply the main legal and professional responsibilities of a social worker with children and families and the key systems and guidance in use
- 8.4 Have a conceptual understanding of child protection and safeguarding issues that enables learners to critically evaluate research and practice.
- 8.5 Demonstrate a thorough understanding of effective communication, engagement and intervention with children/young people including partnership working with parents and carers
- 8.6 Critically apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents
- 8.7 Demonstrate expertise and theoretical knowledge (including child development and attachment theories) maintaining a clear focus on a child centred approach
- 8.8 Understand the established techniques of reflection and evaluation, including familiarity with a range of approaches for evaluating social work outcomes, and their significance for the development of practice and personal learning
- 8.9 Critically understand the relationship between agency policies, legal requirements and professional responsibilities, the issues associated with working across professional boundaries and the factors and processes that facilitate effective inter-disciplinary collaboration and partnership

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate of academic skills through library investigation, web based resources (e-journals and other on-line resources) appropriate to level 5 study
- 9.2 Demonstrate the ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct a coherent argument in writing

Method of Assessment

Main assessment methods

Coursework – essay (2000 words) - 70%*

Response to a legal problem (1250 words) – 30%

* The essay must be passed in order to pass the module.

Reassessment methods

Like-for-like

Preliminary Reading

Corby, B., Shemmings, D. & Wilkins, D. (2012) *Child Abuse: An evidence base for confident practice*. 4th edn. Maidenhead: Open University Press

Daniel, B., Wassel, S. and Gilligan, R. (2010) *Child Development for Child Care and Protection Workers*. London: Jessica Kingsley

Featherstone, B., White, S. & Morris, K. (2014) *Re-Imagining Child Protection: Towards humane social work with families*. Bristol: Policy Press

Ferguson, H. (2011) *Child Protection Practice*. Basingstoke: Palgrave Macmillan

Gardner, R. (ed) (2016) *Tackling Child Neglect*. London: Jessica Kingsley

Basarab-Horwath, J. (ed) (2019) *The Child's World: The Essential Guide to Assessing Children in Need*, London: Jessica Kingsley

Lefevre, M (2010) *Communicating with Children and Young People*. Bristol: The Policy Press

Restrictions

BA (Hons) Social Work (only)

2022-23 Medway Module Handbook

Synopsis *

This module will outline the principles underpinning the assessment of children in need (including children with disabilities) and their families. The legal and policy framework within which social work in children's services operates will be addressed, including its core principles such as working in partnership with parents. The relationship between child protection and family support; outcomes, best practice and early intervention will be examined.

Working with Children in Care is another core area of practice that will be outlined, including fostering and adoption issues and aftercare.

Key messages from research and theory in relation to interventions and outcomes, along with key messages from Inquiry reports, serious case reviews and government commissioned reports will form part of the curriculum. Here, multi-disciplinary and multi-agency working will feature as a core theme.

The identification of child abuse and assessment of significant harm, including the assessment of risk, thresholds, child protection investigations, changing practice and policy trends and the different ways in which children might be subject to neglect and abuse will be examined. Here, procedural intervention in child protection and safeguarding work and developing critical analysis and professional judgement will be discussed in depth

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SO717 Issues for Families						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

BA (Hons) Social Work

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the diverse, complex, and changing nature of family along with the impact of injustice, social inequalities and oppressive social relations on the lives of individuals
- 8.2 Demonstrate a critical understanding of the main legal and professional responsibilities of a social worker in different settings with families and a clear awareness of safeguarding issues across the spectrum
- 8.3 Understand and evaluate the impact of services on the lives of families and the importance of effective communication and partnership working to promote engagement, early intervention and maximise outcomes, drawing on a range of research and best practice
- 8.4 Apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents. This includes balancing the conflicting rights of members within families
- 8.5 Develop relevant expertise and theoretical knowledge in a number of key areas, such as the impact of substance misuse, domestic violence and disability on families
- 8.6 Recognise the importance of conceptualising family issues as cutting across both service and professional boundaries. To understand the factors and processes that facilitate effective inter disciplinary collaboration and partnership

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Develop communication skills, including being able to communicate to specialist and non-specialist audiences and employ the use of information technology
- 9.2 Demonstrate problem solving skills, including the use of analytical techniques to come up with solutions
- 9.3 Demonstrate skills in gathering, analysing and synthesising information, including critical analysis

Method of Assessment

Main assessment methods

Coursework – assignment (3000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Barlow, J. (Ed) (2010) Substance misuse: The implications of Research, Policy and Practice, London: Jessica Kingsley
Chambers, D. (2012). A Sociology of Family Life: Change and diversity in Intimate Relations, Bristol: Polity Press
Featherstone, B. (2004). Family Life and Family Support: A feminist analysis, Houndmills: Palgrave Macmillan
Reder, P., McClure, M. & Jolly (2005). Family Matters: Interfaces between Child and Adult Mental Health, London: Routledge
Social Care Institute for Excellence, (2009). Think Child, Think Parent, Think Family: A guide to parental mental health and child welfare, London: SCIE.

Pre-requisites

None

Synopsis *

This module provides an exploration of contemporary family life with a focus on diversity and emerging sociological trends in relation to family. The legal and policy framework of both adults and children's services across the spectrum is examined. The key issue of multi and interagency working at both a policy and practice level is addressed. In particular, cross service divisions and tensions, particularly in the interface between adult and child services are explored in depth.

A core knowledge of some key issues and their effect on families – namely: disability, mental health, caring, alcohol & substance misuse, illness, learning disability, loss are discussed. The issues in engaging with a variety of family members and partnership working in complex situations along with the multiple perspectives of service users are examined. Throughout the module, key messages from research around best practice in assessment and intervention will be utilised.

SO718 Critical and Reflective Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Availability

BA (Hons) Social Work

Contact Hours

Total contact hours: 27

Private study hours: 123

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically analyse the differential impact of the changing economic, social, political, inter-professional and organisational context on social work practice and the experience of those who use services.
- 8.2 Evaluate the contested nature of social work practice in a diverse society, the use of power and authority in social work, and how this has been understood in a tradition of radical social work practice.
- 8.3 Critically analyse dilemmas and conflicts that can arise when balancing competing needs, risks, rights and responsibilities of individuals, carers and other agencies.
- 8.4 Critically evaluate research-based evidence to inform social work professional judgement in complex and uncertain situations.
- 8.5 Identify common sources of 'error' in decision-making in professional practice including the rule of optimism, attribution error and the uses/misuses of intuition.
- 8.6 Recognise and reflect upon the potential impact of personal feelings and emotions on thinking, decision-making, and professional behaviour in social work and appreciate the debates about their proper role.
- 8.7 Understand the challenges of emotionally demanding work in complex and uncertain situations and reflect upon the actions and supports needed to promote their own emotional resilience, including the use of professional supervision
- 8.8 Critically reflect on their own practice and professional development, and identify areas for future development

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Synthesise knowledge, understanding and skills gained through this and other modules and through practice experience.
- 9.2 Construct a logical and coherent argument in writing, including use of critical thinking to analyse information.
- 9.3 Demonstrate skills in reflection on practice situations.

Method of Assessment

Main assessment methods

Coursework – assignment (3000 words) – 100%

13.2 Reassessment methods

Like-for-like

Preliminary Reading

Alinsky, S.D (1989). *Rules for Radicals*. London: Vintage.

Birnbaum, L. (2008). 'The use of mindfulness training to create an 'accompanying' place for social work students'. *Social Work Education*. 27(8): 837-852.

Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. NY: Routledge.

Fook, J. (2012) *Social Work: A Critical Approach to Practice*, 2nd Edn, London: Sage

Gray, M. & Webb, S. (eds) (2013) *The New Politics of Critical Social Work*, Basingstoke: Palgrave Macmillan

Healey, K. (2009). *Social Work Practices: Contemporary Perspectives on Change*. London: Sage.

McGarrigle, T., & Walsh, C. (2011). 'Mindfulness, social care, and wellness in social work: Effects of contemplative training'. *Social Work Education*. 30(3): 212-233.

O'Sullivan, T. (2011) *Decision Making in Social Work*. 2nd Edn, Basingstoke: Palgrave Macmillan

Okitikpi, T., & Aymer, C. (2009). *Key Concepts in Anti-Discriminatory Practice*. London: Sage.

Rajan-Rankin, S. (2014). Self-identity, embodiment and the development of emotional resilience. *British Journal of Social Work*. 44(8): 2426-2442. doi:10.1093/bjsw/bct083

Pre-requisites

None

Restrictions

This module is ONLY available to students taking the Social Work BA

2022-23 Medway Module Handbook

Synopsis *

This module introduces students to the nature of critical, reflective and ethical social work practice at an advanced level. They will consider the impact of the organisational, political, demographic and ideological context on contemporary social work practice. The module will focus specifically on critical perspectives to social work in a diverse society. The module will provide students with in-depth understanding of the significance of power, language, knowledge, social justice, and relationship based practice.

Key concepts from critical theory will be examined including the potential for social workers to act as change agents and challenge oppressive practice in institutional contexts. This will enable students to go beyond competency based approaches and consider creative and transformatory practice models. Dominant discourse(s) around gender, race, class, disability and sexuality will be problematized and challenged and diversity approaches will be critically engaged with through recursive links between theory and practice.

Students will consider the complex dilemmas and challenges involved in balancing competing needs, rights, risks and accountabilities. Assumptions around professionalism and managing risk, decision making and developing professional judgement will be critically examined, enabling students to evaluate links between structural, contextual and individual factors. Value-based social work, alignment with marginalized groups and respect for service users will underpin this activity.

Dealing with complex, unpredictable and emotionally demanding situations in social work practice can have an impact on student's well-being. This module will equip students to develop self-awareness, emotional intelligence and become mindful and resilient practitioners through the effective use of supervision and other support systems.

The module will also explore with students the importance of developing skills in leadership, contributing to the development of others, and appropriate professional authority and assertiveness. Students will identify and reflect on strengths, learning needs and strategies for continuing personal and professional development in the remainder of the programme and during their Assessed Supported Year in Employment.

2022-23 Medway Module Handbook

SO720		Practice Placement 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	Pass/Fail Only	

Availability

BA (Hons.) Social Work – compulsory module

Contact Hours

Total contact hours: 18

Private study hours: 420 (to include direct practice hours as directed by the social work regulator)

Total study hours: 438

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate knowledge and understanding of:

- 8.1 Social work services, service users and carers; the service delivery context; and the nature of social work practice.
- 8.2 Theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- 8.3 The nature, definition, development and application of relevant values and philosophical ethical principles.
- 8.4 The principles of rights, justice and economic well-being and their significance for social work practice.
- 8.5 The relevance of research from psychological, environmental, sociological, economic and physiological perspectives for understanding the impact of a range of factors on personal and social development and functioning including spiritual and cultural factors.
- 8.6 Human growth and development across the lifespan including mental health, disability and needs arising from age-related ill health and disadvantage.
- 8.7 The legal and policy framework for social work practice with individuals, families, groups and communities including critical understanding of the scope for professional judgement.
- 8.8 The impact of injustice, social inequalities, policies and other issues which affect the demand for social work services
- 8.9 Concepts of participation, advocacy, empowerment, partnership working, including working with service users and carers, and information sharing across professional disciplines and agencies
- 8.10 The relevance of sociological perspectives to understanding societal and structural influences on human behaviour

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate effective communication skills by organising information clearly and coherently, responding to written sources and adapting style for different audiences.
- 9.2 Work with others by interacting with external contacts and resolving conflict.
- 9.3 Improve their learning and performance by exploring personal strengths and weaknesses, setting personal development targets and developing specialist learning skills

Method of Assessment

Main assessment methods

Coursework – practice assessment portfolio – Pass / Fail - 100%

Reassessment methods

Like-for-like

Preliminary Reading

Recommended reading will include:

- Banks, S. (2012) Ethics and Values in Social Work, 4th ed., Basingstoke, Palgrave Macmillan
Maclean, S. & Harrison, R. (2011) Theory & Practice, A Straightforward Guide for Social Work Students 2nd Edition, Litchfield: Kirwin Maclean Associates
Maclean S. & Harrison R. (2009) Making the Most of Your Practice Learning Opportunities, Rugeley: Kirwin Maclean Associates
Parker, J. (2017) Social Work Practice: Assessment, Planning, Intervention and Review, 5th ed., Los Angeles: Learning Matters Ltd
Thompson, N. (2006) Anti Discriminatory Practice 4th ed., Basingstoke, Palgrave Macmillan

Pre-requisites

Co-requisite – SOCI7230 (SO723) Practice Assignments 1

Restrictions

This module is ONLY available to students taking the Social Work BA

Synopsis *

Students will attend placement for a period in line with the requirements of the professional regulator and carry out direct work with service-users in a social work or social care environment. They will develop skills, knowledge and values through experiential learning. They will be supervised by either an on-site or off-site practice educator.

By the end of the first placement students should demonstrate effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

2022-23 Medway Module Handbook

SO721		Practice Placement 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	Pass/Fail Only	

Availability

BA (Hons.) Social Work - compulsory module

Contact Hours

Contact hours: 600 (with direct practice arrangements as required by the social work regulator)

Private study hours:150

Total study hours: 750

Department Checked

14/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Knowledge and Understanding of: (i.e. subject-specific knowledge and understanding)

- 8.1 Social work services, service users and carers; the service delivery context; and the nature of social work practice.
- 8.2 Critical knowledge of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.
- 8.3 The nature, definition, development and application of relevant values and philosophical ethical principles.
- 8.4 The principles of rights, justice and economic well-being and their significance for social work practice.
- 8.5 The relevance of research from psychological, environmental, sociological, economic and physiological perspectives for understanding the impact of a range of factors on personal and social development and functioning including spiritual and cultural factors.
- 8.6 Human growth and development across the lifespan including mental health, disability and needs arising from age-related ill health and disadvantage.
- 8.7 The legal and policy framework for social work practice with individuals, families, groups and communities including critical understanding of the scope for professional judgement.
- 8.8 The impact of injustice, social inequalities, policies and other issues which affect the demand for social Work services
- 8.9 Concepts of participation, advocacy, empowerment, partnership working, including working with service users and carers, and information sharing across professional disciplines and agencies
- 8.10 The relevance of sociological perspectives to understanding societal and structural influences on human behaviour

Skills and Other Attributes

B. Intellectual Skills:

- 8.11 A developed capacity for the critical evaluation of knowledge and evidence from a range of sources including empirical research.
- 8.12 An ability to use research and inquiry techniques with reflective awareness, to collect, analyse and interpret relevant information.
- 8.13 Ability to practise as an autonomous professional, exercising their own professional judgement, exercise autonomy and initiative in individual decision-making.
- 8.14 Awareness of the impact of culture, equality and diversity on practice.
- 8.15 Ability to reflect on and review practice; incorporating appraisal of previous learning into future learning and practice.
- 8.16 Understanding of the key concepts of the knowledge base relevant to their profession.
- 8.17 Acknowledgement and understanding of the potential and limitations of social work as a practice-based discipline to effect individual and social change.

C. Subject-specific Skills: (These will include practise and professional skills)

- 8.18 Ability to draw on appropriate knowledge and skills to inform practice; using knowledge and understanding in an integrated way in specific practice contexts and to engage in effective relationships with service users and carers.
- 8.19 Ability to practise safely and effectively within their scope of practice applying creatively a repertoire of core skills.
- 8.20 Ability to acquire and integrate skills in problem-solving including: managing problem solving activities; gathering information; analysis and synthesis; and intervention and evaluation.
- 8.21 Ability to practise within the legal and ethical boundaries of their profession, integrate clear understanding of ethical issues and codes of values in practice.
- 8.22 Ability to maintain fitness to practise.
- 8.23 Ability to practise in an anti-discriminatory and non-oppressive manner.
- 8.24 Ability to maintain confidentiality and maintain records appropriately.
- 8.25 Ability to assure the quality of their practice, demonstrate habits of critical reflection on their performance and take responsibility for modifying action in light of this.

D. Transferable Skills:

- 8.26 Ability to communicate effectively to an advanced level.
- 8.27 Ability to apply I.T. and numerical skills.
- 8.28 Problem solving skills, including managing problem-solving activities, gathering information, analysis and synthesis, intervention and evaluation.
- 8.29 Ability to work effectively and appropriately with others, including challenging others where necessary.
- 8.30 Skills in personal and professional development including managing uncertainty, change and stress; critical and effective use of research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate effectively in a range of situations using a range of methods, including effective IT Skills, written skills and advocacy skills.
- 9.2 Demonstrate skills of working effectively with others in a range of situations.
- 9.3 Demonstrate skills in personal and professional development.

Method of Assessment

Main assessment methods

Coursework -portfolio – Pass / Fail - 100%

Reassessment methods

Like-for-like

2022-23 Medway Module Handbook

Preliminary Reading

Banks, S , (2012), Ethics and Values in Social Work, 4th ed., Basingstoke, Palgrave MacMillan

Coulshed, V. & Orme, J., (2006), Social Work Practice: an introduction, 4th ed., Basingstoke, Palgrave MacMillan

Maclean S. & Harrison R., 2011, Theory & Practice, A Straightforward Guide for Social Work Students 2nd Edition, Litchfield: Kirwin Maclean Associates

Maclean S. & Harrison R., 2009, Making the Most of Your Practice Learning Opportunities, Rugeley: Kirwin Maclean Associates

Parker, J., (2017), Social Work Practice: Assessment, Planning, Intervention and Review 5th ed., Los Angeles: Learning Matters Ltd

Thompson N, (2006), Anti Discriminatory Practice 4th ed., Basingstoke, Palgrave Macmillan

Pre-requisites

None

Restrictions

Available as a module on the Social Work BA course ONLY

Synopsis *

Students will attend placement for a period in line with regulator standards and carry out direct work with service-users in a social work or social care environment. They will develop skills, knowledge and values through experiential learning. They will be supervised by either an On-site or Off-site practice educator.

2022-23 Medway Module Handbook

SO722		Practice Assignments 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	100% Coursework with Compulsory Numeric Elements	

Availability

BA (Hons) Social Work – compulsory module

Contact Hours

Total contact hours: 600

Private study hours: 150

Total study hours: 750

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to apply theoretical perspectives and analysis to their experience and learning in practice settings
- 8.2 Demonstrate underpinning knowledge appropriate to the specific area of practice in which they are involved.
- 8.3 Think critically about complex social, legal, economic, political and cultural contexts in which social work practice is located.
- 8.4 Manage ethical principles and dilemmas
- 8.5 Demonstrate an ability to work in partnership with service-users, carers and other professionals to foster dignity, choice and independence and effect change, by implementing knowledge based social work models and methods.
- 8.6 Critically analyse the complex nature of social work services in a diverse society, with particular reference to concepts such as prejudice, interpersonal, institutional and structural discrimination, empowerment and anti-discriminatory practices
- 8.7 Integrate clear understanding of ethical issues and codes of values and practice as they relate to complex interventions in specific situations
- 8.8 Reflect critically on and modify their behaviour / practice in light of experience and take responsibility for their own further and continuing acquisition and use of knowledge and skills. Use supervision and support to reflect on own practice and performance.
- 8.9 Demonstrate clarity about the process of assessment, planning, intervention, review and management of risk

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather and evaluate, assimilate and disseminate information from a range of sources
- 9.2 Analyse and synthesise knowledge
- 9.3 Think logically, systematically, critically and reflectively
- 9.4 Demonstrate skills in working effectively with others
- 9.5 Demonstrate skills in personal and professional development

Method of Assessment

Main assessment methods

Coursework – case study (2500 words) - 40%*

Coursework – presentation (20 minutes) – 60%*

* These components are 'Pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall.

Reassessment methods

Like-for-like

Preliminary Reading

Banks, S. (2001) Ethics and Values in Social Work, London: BASW/Palgrave

Egan, G. (2002) The Skilled Helper: A problem management and opportunity development approach to helping 7th ed, Pacific Grove: Brooks/Cole

Fook, J. (2002) Social Work: Critical Theory and Practice, Wiltshire: Cromwell Press

Parker, J. and Bradley, G. (2003) Social Work Practice: Assessment, Planning, Intervention and Review, Exeter: Learning Matters Ltd

Stepney, P. and Ford, D. (2000) Social Work Models, Methods and Theories, Lyme Regis: Russell House Publishing

Watson, F., Burrows, H., and Player, C. (2001) Integrating Theory and Practice in Social Work, London: Jessica Kingsley Publishers

Pre-requisites

None

Restrictions

This module is ONLY available to students enrolled on the Social Work BA

Synopsis *

This module an integral part of the practice learning and is designed to sit alongside the Practice Placement module. It offers an opportunity for students to demonstrate their learning in academic form. The two assignments incorporated in the module enable the student to demonstrate their competence in both short term and longer term pieces of practice carried out over the course of the placement. The student will have the opportunity to apply relevant theoretical learning to their own practice and demonstrate reflection and critical thinking. This curriculum will be delivered both via Practice Educators in placement settings and related university based teaching.

The students will also attend for 5 full days (25 hours total) of skills development. These days will expand and consolidate both the skills development days undertaken prior to placement and the practice learning opportunities.

2022-23 Medway Module Handbook

SO723 Practice Assignments 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Coursework	
1	Medway	Whole Year	I	30 (15)	100% Coursework with Compulsory Numeric Elements	

Availability

BA (Hons) Social Work (compulsory module)

Contact Hours

Total contact hours: 25 (Skills development)

Private study hours: 575 (including a period of direct practice with service-users in line with the requirements of the professional regulator)

Total study hours: 600

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to apply theoretical perspectives and analysis to their experience and learning in practice settings
- 8.2 Demonstrate underpinning knowledge appropriate to the specific area of practice in which they are involved.
- 8.3 Demonstrate an ability to practice in ways that maximise safety and effectiveness in situations of uncertainty and incomplete information.
- 8.4 Demonstrate an ability to help people gain, regain or maintain control of their own affairs, insofar as this is compatible with their own or others' safety, well-being and rights.
- 8.5 Demonstrate an ability to work in partnership with service-users, carers and other professionals to foster dignity, choice and independence and effect change.
- 8.6 Recognise the nature of social work services in a diverse society, with particular reference to concepts such as prejudice, interpersonal, institutional and structural discrimination, empowerment and anti-discriminatory practices.
- 8.7 Integrate clear understanding of ethical issues and codes of values and practice with their interventions in specific situations.
- 8.8 Reflect on and modify their behaviour / practice in light of experience and take responsibility for their own further and continuing acquisition and use of knowledge and skills.
- 8.9 Demonstrate clarity regarding the process of assessment, planning, intervention, review and management of risk.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather and evaluate, assimilate and disseminate information from a range of sources
- 9.2 Analyse and synthesise knowledge
- 9.3 Think logically, systematically, critically and reflectively
- 9.4 Demonstrate skills in working effectively with others
- 9.5 Demonstrate skills in personal and professional development

Method of Assessment

Main assessment methods

Coursework - significant incident presentation (15 minutes) – 50%*

Coursework – Practice case study assignment (3000 words) – 50%*

* These components are 'pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall.

Reassessment methods

Like-for-like

Preliminary Reading

Banks, S (2001) Ethics and Values in Social Work, London: BASW/Palgrave

Egan, G (2002) The Skilled Helper: A problem management and opportunity development approach to helping 7th ed, Belmont: Brooks/Cole

Fook, J (2002) Social Work: Critical Theory and Practice, Wiltshire: Cromwell Press

Parker J and Bradley G (2003) Social Work Practice: Assessment, Planning, Intervention and Review, Exeter: Learning Matters Ltd

Stepney P and Ford D (1998) Social Work Models, Methods and Theories, Lyme Regis: Russell House Publishing

Watson F, Burrows H, Player C (2001) Integrating Theory and Practice in Social Work, London: Jessica Kingsley Publishers

Pre-requisites

SOC17200 (SO720) – Practice Placement 1 - co-requisite

SOC14090 (SO409) – Readiness for Direct Practice – pre-requisite

Restrictions

This module is ONLY available to students taking the Social Work BA

2022-23 Medway Module Handbook

Synopsis *

This module is an integral part of the practice learning and is designed to sit alongside the Practice Placement module. It offers an opportunity for students to demonstrate their learning in academic form. The two assignments incorporated in the module enable the student to demonstrate their competence in both short term and longer-term pieces of practice carried out over the course of the placement. The student will have the opportunity to apply relevant theoretical learning to their own practice and demonstrate reflection and critical thinking.

The students will also attend for 5 full days (25 hours total) of skills development. These days will expand and consolidate both the skills development days undertaken prior to placement and the practice learning opportunities.

SO724 Social Work with Adults						
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)	70% Coursework, 30% Exam	

Availability

Social Work BA Honours (compulsory module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate knowledge of the impact of poverty, injustice, discrimination, social inequalities and oppressive social relations on the lives of adult service users
2. Demonstrate critical understanding of different models of disability including medical and social models and the role of social construction in defining 'need' and 'eligibility'
3. Demonstrate critical understanding of concepts of personalisation and person-centred practice and how these relate to processes of self-directed support and individual budgets as ways of delivering services
4. Understand key terminology including, 'learning disability', 'physical disability', 'old age' and 'carer'
5. Demonstrate awareness of personal attitudes to disability, old age and other social categories and recognition of the role these play in influencing practice
6. Demonstrate knowledge of the practical and emotional support needs of carers and the complexity of the social work role in relation to carers
7. Demonstrate knowledge of the key procedures involved in safeguarding/adult protection and the role of the social worker in this context including awareness of the importance of balancing rights with risk in decision-making.
8. Describe the main risk indicators, types and patterns of incidence of abuse affecting adult service users and develop appropriate strategies for safeguarding those who may be vulnerable
9. Demonstrate knowledge of the main legal and professional responsibilities of a qualified social worker with adult service users and their families.
10. Demonstrate understanding of the purpose and contexts for the involvement of people who use services and carers in developing social work services, social work theory and social work training

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Organise information clearly and coherently in written form
2. Think critically and consider alternative perspectives in analysing and solving problems
3. Manage their own learning and deploy time management skills.

Method of Assessment

Main assessment methods

Coursework – essay (2000 words) - 70%*

Coursework- response to a legal problem (1250 words) – 30%*

*These components are 'Pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall

Reassessment methods

Like-for-like

Preliminary Reading

Adams, R., Dominelli, L and Payne, M. (Eds) (2009) *Social Work: Themes, Issues and Critical Debates*, Palgrave Macmillan: Basingstoke

Banks, S. (2014) *Ethics, Critical and Radical Debates in Social Work*, Policy Press: Bristol

Carr, H and Goosey, D. (2017) *Law for Social Workers*, OUP: Oxford

Davies, M. (2012) *Social work with adults: Policy, law, theory, research and practice*. Palgrave Macmillan: Basingstoke

Fook, J. (2016) *Social work: A critical approach to practice 3rd ed.*, Sage: Los Angeles

Koubel, G (2013) *Social Work with Adults*. Maidenhead: Open University Press

Oliver, M., Sapey, B and Thomas, P. (2012) *Social Work with Disabled People*, Palgrave Macmillan: Basingstoke

Ray, M. and Phillips, J. (2012) *Social Work with Older People*, Palgrave Macmillan: Basingstoke

Sheldon, B. and Macdonald, G. (2009) *A Textbook of Social Work*, Routledge: London

Trevithick, P. (2012) *Social Work Skills and Knowledge*, 3rd edition, Open University Press: Maidenhead

2022-23 Medway Module Handbook

Pre-requisites

None

Restrictions

This module is available ONLY to students taking the Social Work BA course

Synopsis *

The overall aim of this module is to equip students with knowledge and understanding of social work with key adult service user groups and family carers. Specific knowledge and information about adult service users' needs and lives and the issues that bring them to the attention of social workers will be addressed alongside exploration of key concepts such as 'safeguarding' and 'personalisation'.

The policy and legal context of social work with adults will be explored and awareness of the changing responsibilities of social workers in adult services highlighted. The module will also facilitate appreciation of the impact of health problems, injustice, social inequalities, marginalisation and discrimination on the lives of adult service users. The Professional Capabilities and the 'Knowledge and Skills Statement for Social with Adults' will be woven into the module.

SO725 Making Sense of Mental Health						
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)	100% Coursework with Compulsory Numeric Elements	
1	Medway	Spring	I	15 (7.5)	70% Coursework, 30% Exam	

Availability

BA (Hons) Social Work (compulsory module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Knowledge and critical understanding of how 'mental health', 'mental distress', and 'mental illness' can be defined, drawing on perspectives from sociology, psychology and other disciplines

8.2 Knowledge of medical and social models of mental health/distress, how mental illness/disorder is diagnosed and treated in primary care, mental health and older people's services, including the major diagnostic categories utilised in psychiatry

8.3 Understanding of the roles of members of the multidisciplinary team in mental health including the social work role and knowledge of models of care including self-directed care and personalised budgets

8.4 Critical understanding of the effects of stigma, injustice, social inequalities and oppressive social relations throughout the life course including: a) their role in contributing to the development of mental health problems and, b) their impact on the lives of people who already have mental health needs and their families.

8.5 Critical understanding of the problematic nature of key concepts such as 'community', 'care' and 'risk' in services for people with mental health needs, including recognising the ethical and professional dilemmas associated with decision-making and 'risk work'

8.6 Knowledge of the legal framework that shapes statutory service provision and the role of the Approved Mental Health Practitioner in mental health services

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 The development of academic skills through library investigation, class discussion and written assignments

9.2 Capacity to gather and evaluate library and web based resources (e-journals and other on-line resources) appropriate to intermediate level study

9.3 The ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct an organised and coherent argument

Method of Assessment

Main assessment methods

Coursework – essay (2000 words) - 70%*

Coursework – written response to a legal problem (1250 words) – 30%*

*These components are 'Pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall

Reassessment methods

Like-for-like

2022-23 Medway Module Handbook

Preliminary Reading

Coppock, V. and Dunn, R (2010) Understanding Social Work Practice in Mental Health, London: Sage
Coppock, V. Hopton, J. (2000) Critical Perspectives in Mental health, London: Routledge
Keating, F., D. Robertson, et al. (2002). Breaking the Circles of Fear: a Review of the Relationship Between Mental Health Services and African and Caribbean Communities, London: The Sainsbury Centre for Mental Health
Moore, D and Jones, K (2012) Social Work and Dementia, Exeter: Learning Matters
Pilgrim, D (2017), Key Concepts in Mental Health 4th ed., London: Sage
Reynolds, J. Muston, R. Heller, T. Leach, J. McCormick, M. Wallcraft, J. and Walsh, J (2009) Mental Health Still Matters, Basingstoke: Palgrave Macmillan
Rogers, A. And Pilgrim, D. (2014), A Sociology of Mental Health & Illness 5th ed., Maidenhead: Open University Press
Williamson, T (2009) (Ed) Older People's Mental Health Today: A Handbook, Brighton: OLM Pavilion.

Pre-requisites

None

Restrictions

This module is available for students enrolled on the Social Work BA ONLY

Synopsis *

The overall aim of this module is to equip students with the knowledge required for them to respond and intervene appropriately in their work with individuals who are experiencing mental distress and their families. It will enable students to function effectively in contemporary service settings including mental health services.

The module curriculum comprises an introduction to the key definitions, the professional roles and tasks, the medical model of mental health and the broad diagnostic categories in psychiatry, as well as a detailed account of social models of mental distress. The module provides students with a critical introduction to key concepts including stigma and labelling theory, and problematic concepts such as 'care' and 'risk'. Using case study material, the module emphasises the importance of understanding diversity in experiences of mental distress, particularly in terms of the social location of individuals (including 'race', social class, gender and age) and the impact of disadvantage and discrimination. The module introduces students to different models of care in mental health services and also provides specialist input on mental health law.

2022-23 Medway Module Handbook

SO739 Social Sciences Professional Practice Placement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	90 (45)	Pass/Fail Only	

Availability

BSc Social Sciences with a Year in Professional Practice

Contact Hours

Total study hours: 900

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of the ways in which third sector or public service organisations operate in practice.
- 8.2 Gain knowledge of the empirical issues that influence the operation of third sector or public service organisations.
- 8.3 Gain an appreciation of the context and operation of public service/third sector organisations/roles.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Understand the ways in which an employee can contribute to the organisation in which they work.
- 9.2 Work with others in a professional setting.
- 9.3 Demonstrate effective task and time management.
- 9.4 Communicate professionally both orally and in writing.
- 9.5 Demonstrate enhanced capacity for self-management and project management.

Method of Assessment

Main assessment methods

Pass/Fail

The placement visit will act to formalise placement feedback obtained from the employer about the student's performance in the placement during the year. The member of staff making the placement visit and the employer will meet and complete a placement performance form based on set criteria such as: punctuality and reliability, task management, enthusiasm to work and learn, acceptance of instructions and flexibility, ability to work effectively with colleagues, integrity and acceptance of responsibility, powers of communication, qualities of leadership (if applicable), quality of work, completion of required hours, and rate of work

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Fanthome, Christine (2004) *Work Placements - A Survival Guide for Students*, Basingstoke: Palgrave.

Herbert, Ian and Andrew Rothwell (2004) *Managing Your Placement: A Skills Based Approach*, Basingstoke: Palgrave.

Cottrell, Stella (2010, 2nd edn) *Skills for Success: Personal Development and Employability*, Basingstoke: Palgrave.

Pre-requisites

SO738 Social Sciences Professional Practice Placement Assignments

Restrictions

Co-requisite: SO738 Social Sciences Professional Practice Placement Assignments

Synopsis *

This module is intended to provide students with direct experience of how the issues and debates they have studied in the classroom are handled in professional practice. The experience of a placement year part way through their studies will then mean that at stage 3 students on this programme will be able to reflect on their work in relation to new social sciences learning. This will also be of benefit to other students in the group who have not undertaken a placement year.

2022-23 Medway Module Handbook

SO740 Criminal Justice and Criminology Professional Practice Placement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	Pass/Fail Only	
1	Medway	Spring	I	30 (15)	Pass/Fail Only	

Availability

BA (Hons) Criminal Justice and Criminology with a Year in Professional Practice

Contact Hours

Total study hours: 300

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Develop a clear understanding of how criminal justice skills, knowledge and theory relate to a relevant work context.
- 8.2 Demonstrate a link between theoretical knowledge from criminology and practical application in a relevant organisation.
- 8.3 Demonstrate a coherent appreciation the ways in which criminal justice agencies or organisations in the criminal justice sector operate in practice, including the nature of different roles within organisations and how they relate to each other.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Understand the ways in which an employee can contribute to the organisation in which they work
- 9.2 Understand how to work effectively with others in a professional setting
- 9.3 Demonstrate the ability to use reflection to improve future practice
- 9.4 Document professional activities over a prolonged period.

Method of Assessment

Main assessment methods

Placement Portfolio (3000 words)

Reflective Assignment (3000 words)

NOTE: Both elements will be assessed on a pass/fail basis and both must be passed in order to successfully complete the module.

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Fanthome, Christine (2004) Work Placements - A Survival Guide for Students, Basingstoke: Palgrave.

Herbert, Ian and Andrew Rothwell (2004) Managing Your Placement: A Skills Based Approach, Basingstoke: Palgrave.

Cottrell, Stella (2010, 2nd edn) Skills for Success: Personal Development and Employability, Basingstoke: Palgrave.

Pre-requisites

None

Synopsis *

This module is intended to provide students with direct experience of how the issues and debates they have studied in the classroom are handled in professional practice. The experience of a placement year part way through their studies will then mean that at stage 3 students on this programme will be able to reflect on their work in relation to new social sciences learning. This will also be of benefit to other students in the group who have not undertaken a placement year.

SO749 Social Policy and Everyday Lives						
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	

Availability

BSc Social Sciences

BA Criminal Justice and Criminology

2022-23 Medway Module Handbook

Contact Hours

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

Department Checked

28/03/2022

Learning Outcomes

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

- 8.1 Demonstrate knowledge and critical understanding of contemporary social policy debates and practices including in areas of health and social care, family and education policy, housing, work and benefits.
- 8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates within the study of these policy areas, including questions of inequality and difference, care and control, identity and power, and the ability to apply this knowledge and understanding to other social policy areas.
- 8.3 Demonstrate knowledge of conceptual approaches to researching social policy in practice in diverse settings, including an understanding of how these relate to empirical methods.
- 8.4 Critically evaluate the impact of globalisation and international perspectives on social policy.
- 8.5 Demonstrate the ability to analyse empirical case study material from research projects and contemporary social policy arenas, including primary and secondary qualitative and quantitative sources, and to relate this analysis to evaluating policy.

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

- 9.1 Understand different kinds of empirical data used in research on social policy in practice.
- 9.2 Demonstrate effective communication skills, as evidenced through participation in group work, seminar discussions and essay writing.
- 9.3 Critically evaluate different academic perspectives on social policy in practice.
- 9.4 Demonstrate effective skills in finding and using library and internet resources.
- 9.5 Demonstrate effective skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Reflective Analysis (2000 words) - 30%
Essay (3000 words) - 70%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Baldock, J., Mitton, L., Manning, N., & Vickerstaff, S. (2012), eds, Social Policy. Oxford University Press: Oxford.
Bochel, H. & Daly, G. (2014), eds, Social policy. Routledge: London.
Coffey, A. (2004). Reconceptualising social policy. Sociological perspectives on contemporary social policy. Open University Press: Maidenhead.
Milligan, C., & Conradson, D. (2006), Landscapes of voluntarism: New spaces of health, welfare and governance. Policy Press: Bristol.
Valentine, G. (2014), Social geographies: space and society. Routledge: London.

Pre-requisites

None

Synopsis *

This module approaches the study of social policy and welfare from the perspective of the everyday contexts in which it is implemented and experienced. Via this focus it will explore key substantive issues in contemporary social policy areas including health and social care, family, childhood and education, work and housing, as well as responding to contemporary and live debates. Key conceptual concerns include inequality and difference, the nature of care and the changing identities of welfare subjects and professionals. These concerns are set within the context of shifting welfare settlements and entitlements at national and international level. The policy issues are organised around everyday scales and spaces of policy intervention, including the body, home and family, neighbourhood, community and institution. This approach will enable students to engage with how welfare and social policy is ordered, experienced and contested within everyday contexts, as well as unevenly distributed at a local and regional level. Case studies relevant to each lecture will enable students to explore lived experiences of welfare in diverse settings as well as develop analytical skills in responding to empirical research data. The module has a focus both on UK and European welfare contexts, and on how these local experiences of welfare are shaped by global change and dynamics, for example around migration, health and care.

SO751 Young People and Violence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA Criminal Justice and Criminology
BSc Social Sciences

Contact Hours

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

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of classical and contemporary debates on youth crime and violence, including the intersection between age, gender, race, ethnicity and class.
- 8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates on the topic of youth crime and violence and be able to apply these to criminology and other criminal justice areas.
- 8.3 Demonstrate an ability to critically appraise the criminal justice response to youth violence and evaluate the impact of national and international responses to juvenile delinquency.
- 8.4 Demonstrate knowledge of conceptual approaches to research into youth crime and violence and how these translate into criminal justice policy and practice.
- 8.5 Demonstrate an ability to identify and evaluate empirical political and academic material on youth related crime and violence, including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within criminology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively compare and contrast different kinds of empirical research.
- 9.2 Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
- 9.3 Locate and assess academic and policy sources to develop a balance argument.
- 9.4 Synthesise key conceptual arguments coherently in written form.

Method of Assessment

Main assessment methods

Essay (2500 words) (50%)
Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Ellis, A. (2016) *Men, Masculinities and Violence: An Ethnographic Study*. Oxon: Routledge
Ferrell, J., Hayward, K., Morrison, W. and Presdee, M. (2004) *Cultural Criminology Unleashed*. London: Glass House
Hall, S. (2012) *Theorising Crime and Deviance: A New Perspective*. London: Sage Publications
Maguire, M., Morgan, R., & Reiner, R. (2012) *The Oxford Handbook of Criminology (5th ed)* Oxford University Press
Muncie, J. (2015) *Youth & Crime*. 4rd Edition. Sage Publications Ltd
Ray, L. (2011) *Violence and Society*. London: Sage Publications

Pre-requisites

Pre-requisite - SOCI3290 (SO329) Introduction to Criminology and Criminal Justice

Synopsis

This module, Young People and Violence, approaches the study of interpersonal violent crime as it relates to young people. It will explore violence experienced in everyday life paying particular interest to the social context in which it can occur; for example urban spaces, schools, familial setting and 'gang, gun and knife culture'. The concern with youth, crime and violence is critically appraised in the context of shifting political focus on disaffected young people. It will seek to understand violence within the context of youth in late modernity. One of the primary objectives of this module will be to engage students in analytical debates on crime and violence as experienced by young people as perpetrators and victims. It will examine and apply criminological theory to youth violence exploring the connection between crime and violence through the intersection of race, gender, ethnicity and class. In particular, the module will investigate the link between structure and agency. In this module, students will have the opportunity to review the impact of changing political and criminal justice responses to the youth crime problem. The module will have a national, as well as international focus.

Availability

BA Criminal Justice and Criminology
BSc Social Sciences

Contact Hours

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

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of classical and contemporary debates on youth crime and violence, including the intersection between age, gender, race, ethnicity and class.
- 8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates on the topic of youth crime and violence and be able to apply these to criminology and other criminal justice areas.
- 8.3 Demonstrate an ability to critically appraise the criminal justice response to youth violence and evaluate the impact of national and international responses to juvenile delinquency.
- 8.4 Demonstrate knowledge of conceptual approaches to research into youth crime and violence and how these translate into criminal justice policy and practice.
- 8.5 Demonstrate an ability to identify and evaluate empirical political and academic material on youth related crime and violence, including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within criminology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively compare and contrast different kinds of empirical research.
- 9.2 Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
- 9.3 Locate and assess academic and policy sources to develop a balance argument.
- 9.4 Synthesise key conceptual arguments coherently in written form.

Method of Assessment

Main assessment methods

Essay (2500 words) (50%)

Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Ellis, A. (2016) Men, Masculinities and Violence: An Ethnographic Study. Oxon: Routledge
Ferrell, J., Hayward, K., Morrison, W. and Presdee, M. (2004) Cultural Criminology Unleashed. London: Glass House
Hall, S. (2012) Theorising Crime and Deviance: A New Perspective. London: Sage Publications
Maguire, M., Morgan, R., & Reiner, R. (2012) The Oxford Handbook of Criminology (5th ed) Oxford University Press
Muncie, J. (2015) Youth & Crime. 4rd Edition. Sage Publications Ltd
Ray, L. (2011) Violence and Society. London: Sage Publications

Pre-requisites

Pre-requisite - SOCI3290 (SO329) Introduction to Criminology and Criminal Justice

Synopsis *

This module, Young People and Violence, approaches the study of interpersonal violent crime as it relates to young people. It will explore violence experienced in everyday life paying particular interest to the social context in which it can occur; for example urban spaces, schools, familial setting and 'gang, gun and knife culture'. The concern with youth, crime and violence is critically appraised in the context of shifting political focus on disaffected young people. It will seek to understand violence within the context of youth in late modernity. One of the primary objectives of this module will be to engage students in analytical debates on crime and violence as experienced by young people as perpetrators and victims. It will examine and apply criminological theory to youth violence exploring the connection between crime and violence through the intersection of race, gender, ethnicity and class. In particular, the module will investigate the link between structure and agency. In this module, students will have the opportunity to review the impact of changing political and criminal justice responses to the youth crime problem. The module will have a national, as well as international focus.

SO752		Britain on Film				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

Optional module for

BSc Social Sciences

BA Criminal Justice & Criminology

Also available as a wild/elective module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

2022-23 Medway Module Handbook

Department Checked

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic knowledge of the development of the use of visual sources in social history and related disciplines; including
 - assessing the usefulness of visual sources in relation to other types of primary sources for understanding British society
- 8.2 Critically and systematically apply a range of disciplinary approaches to the reading of images, and relate cultural production to economic,
 - political and social forces
- 8.3 Demonstrate a systematic understanding of the role of the visual in the historical analysis of social problems and cultural perceptions
- 8.4 Accurately deploy visual sources to communicate knowledge and ideas

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in verbal and written communication, drawing upon research and using appropriate information technology
- 9.2 Independently research and obtain a range of library and web-based resources as appropriate.
- 9.3 Critically evaluate library and web-based resources and utilise judiciously in coursework of all varieties
- 9.4 Draw upon their interdisciplinary knowledge in critical evaluation
- 9.5 Demonstrate a critical and systematic understanding of complex concepts

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 70%

Coursework – analytical assignment (2000 words) – 30%

Reassessment methods

100% coursework

Preliminary Reading

Aldridge, Mark, *The Birth of British Television: A History* (Basingstoke: Palgrave, 2012)

Barr, Charles *All Our Yesterdays: 90 Years of British Cinema* (London: BFI, 1986)

Chapman, James, *A New History of British Documentary* (Basingstoke: Palgrave, 2015)

Crisell, Andrew, *An Introductory History of British Broadcasting* (London: Routledge, 2002)

Schaffer, Gavin, *The Vision of a Nation: Making Multiculturalism on British Television, 1960-1980* (Basingstoke: Palgrave, 2014)

Street, Sarah, *British National Cinema*, (London: Routledge, 2009)

Pre-requisites

None

Synopsis *

This module will introduce students to the ways in which visual sources – in this case, films, television programmes and other visual broadcast media – can be used in historical research. The module will focus upon the case study of British film and television from the 1930s. Students will consider the role of film and television programmes in a variety of historical contexts: the impact of economic depression and rising affluence upon the consumption of leisure products; the utilisation of film by governments for propaganda and morale-boosting in wartime; for social and political critique; and the cinematic codes by which idea[s] of Britain[s] could be conveyed to domestic and overseas audiences.

Students will explore films from a range of genres, including feature film, documentaries and wartime propaganda. Within this, students will also consider the development of subgenres, such as Ealing comedies, kitchen-sink realism, soap opera and reality television. The module will also introduce students to the broader historical contexts of cultural production and exchange. Alongside close analysis of set films and television programmes, students will also be required to read and discuss critical studies of these texts. The course will explore the evolution of leisure in Britain, and the economic and political history of the media and film industries. Students will also consider the relationships between cultural consumption and social identities.

SO754		Victims and Crime				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA Criminal Justice and Criminology and BSc Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

11/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of classical and contemporary debates on victims of crime, including the intersections between age, gender, race, ethnicity and class.
- 8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates within the study of victimology, including questions of inequality, and be able to apply these to criminology and other criminal justice areas.
- 8.3 Demonstrate an ability to critically appraise the criminal justice response to victims of crime and evaluate the impact of national and international responses.
- 8.4 Demonstrate knowledge of conceptual approaches to research into victimisation and how these translate into criminal justice policy and practice.
- 8.5 Demonstrate an ability to identify and evaluate empirical political and academic material on victimisation including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within victimology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively compare and contrast different kinds of empirical research.
- 9.2 Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
- 9.3 Locate and assess academic and policy sources to develop a balanced argument.
- 9.4 Synthesise key conceptual arguments coherently in written form.

Method of Assessment

Main assessment methods

Essay (2500 words) - 50%

Examination, 2 hour - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Augustina, J. R. (2015) Understanding Cyber Victimisation: Digital Architectures and the Disinhibition Effect. International Journal of Cyber Criminology, Vol. 9 (1) January 2015.

Davies, P. (2011) Gender, Crime and Victimisation. London: Sage Publications

Davies, P. and Francis, P. (2014) Invisible Crime and Social Harms Basingstoke: Palgrave Macmillan

Karmen, A. (2015) Crime Victims: An Introduction to Victimology Boston: Cengage Learning.

Vanfraechem, I., Pemberton, A., & Ndahinda, F.M. (2014) Justice for Victims: Perspectives on Rights, transition and reconciliation Abingdon, Oxon: Routledge.

Walklate, S. (2013) Victimology: The Victim and the Criminal Justice Process Oxon: Routledge

Pre-requisites

None

Synopsis *

For much of its history criminology has been concerned with the offender and the victim was largely absent from criminological discourse, research and the criminal justice process. It was not until the early 20th century that criminologists [re] discovered the victim and began to consider the role they played in the commission of crime. From these initial investigations, the victim became the central focus of academic scholarship from which the discipline 'victimology' emerged. The victim is no longer considered to be 'a bit part player' in understanding crime. They are deemed to be central to crime detection and the prosecution of criminal acts. This module charts the birth and growth of victimology and considers some of its major theoretical concepts. It will explore the nature and extent of criminal victimisation in society and critically examine it from a number of different perspectives. The module will also examine the changing role of the victim within the criminal justice system.

Availability

BA Criminal Justice and Criminology and BSc Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of classical and contemporary debates on victims of crime, including the intersections between age, gender, race, ethnicity and class.
- 8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates within the study of victimology, including questions of inequality, and be able to apply these to criminology and other criminal justice areas.
- 8.3 Demonstrate an ability to critically appraise the criminal justice response to victims of crime and evaluate the impact of national and international responses.
- 8.4 Demonstrate knowledge of conceptual approaches to research into victimisation and how these translate into criminal justice policy and practice.
- 8.5 Demonstrate an ability to identify and evaluate empirical political and academic material on victimisation including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within victimology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively compare and contrast different kinds of empirical research.
- 9.2 Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
- 9.3 Locate and assess academic and policy sources to develop a balanced argument.
- 9.4 Synthesise key conceptual arguments coherently in written form.

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Essay (2500 words) - 50%

Examination, 2 hour - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Augustina, J. R. (2015) Understanding Cyber Victimization: Digital Architectures and the Disinhibition Effect. International Journal of Cyber Criminology, Vol. 9 (1) January 2015.

Davies, P. (2011) Gender, Crime and Victimization. London: Sage Publications

Davies, P. and Francis, P. (2014) Invisible Crime and Social Harms Basingstoke: Palgrave Macmillian

Karmen, A. (2015) Crime Victims: An Introduction to Victimology Boston: Cengage Learning.

Vanfraechem, I., Pemberton, A., & Ndahinda, F.M. (2014) Justice for Victims: Perspectives on Rights, transition and reconciliation Abingdon, Oxon: Routledge.

Walklate, S. (2013) Victimology: The Victim and the Criminal Justice Process Oxon: Routledge

Pre-requisites

None

Synopsis *

For much of its history criminology has been concerned with the offender and the victim was largely absent from criminological discourse, research and the criminal justice process. It was not until the early 20th century that criminologists [re] discovered the victim and began to consider the role they played in the commission of crime. From these initial investigations, the victim became the central focus of academic scholarship from which the discipline 'victimology' emerged. The victim is no longer considered to be 'a bit part player' in understanding crime. They are deemed to be central to crime detection and the prosecution of criminal acts. This module charts the birth and growth of victimology and considers some of its major theoretical concepts. It will explore the nature and extent of criminal victimisation in society and critically examine it from a number of different perspectives. The module will also examine the changing role of the victim within the criminal justice system.

2022-23 Medway Module Handbook

SO757 Social Policy in Global Contexts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc Social Sciences
BA Criminal Justice and Criminology

Contact Hours

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

Department Checked

23/03/2022

Learning Outcomes

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

- 8.1 Demonstrate critical understanding of the debates, risks and challenges surrounding contemporary welfare provision
- 8.2 Demonstrate critical understanding of approaches to welfare within different national contexts, as well as comparisons and links between them
- 8.3 Apply critical understanding of contemporary welfare debates and approaches to evaluate and analyse international case studies of social policy and programmes in practice
- 8.4 Communicate understanding of social policy in global contexts.

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

- 9.1 Apply a critical understanding of concepts and theories to examine ways to improve practice
- 9.2 Use methods to interpret and critically analyse primary and secondary data
- 9.3 Effectively communicate knowledge and ideas.

Method of Assessment

Main assessment methods

Coursework (Essay) 3000 words - 50%
Coursework (Policy Analysis Report) 2000 words - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Baldock, J., Mitton, L., Manning, N., & Vickerstaff, S. (Eds.). (2011). *Social Policy*. Oxford University Press
Clarke, J. (2004). *Changing welfare, changing states: New directions in social policy*. Sage
Cochrane, A., Clarke, J., & Gewirtz, S. (Eds.). (2001). *Comparing welfare states (Vol. 5)*. Sage
Farnsworth, K., & Irving, Z. (Eds.). (2015). *Social Policy in Times of Austerity: Global Economic Crisis and the New Politics of Welfare*. Policy Press.
Lister, R. (2010). *Understanding theories and concepts in social policy*. Policy Press
Lupton, R., Hills, J., Burchardt, T., Stewart, K., & Vizard, P. (Eds.). (2016). *Social Policy in a Cold Climate: Policies and Their Consequences since the Crisis*. Policy Press.
Yeates, N., & Holden, C. (2009). *The global social policy reader*. Policy Press

Restrictions

Available for stage students only

Synopsis >*

This module encourages students to take an international view of social policy, beyond the nation state, and to develop understanding of the global links and comparisons that can be used to consider welfare in this way.

Introductory lectures and seminars will present the challenges and risks facing contemporary welfare regimes, including neoliberalism, globalisation and financial uncertainty, and the notion of mixed economies of welfare. Another block of learning will provide accounts of comparative approaches to welfare and explore histories and contemporary dynamics of welfare in the US and in mainland Europe. Finally, a series of welfare topics on migration, care, work and citizenship will be introduced in order to explore issues and policy responses within a global framework.

2022-23 Medway Module Handbook

SO824 Sociology of Violence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Sociology MA
Criminology MA
Methods of Social Research MA
Political Sociology MA
Two year masters versions of the appropriate programmes listed above

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

24/03/2022

Learning Outcomes

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

- 8.1 Use empirical data to explore and explain patterns of violence in contemporary society
- 8.2 Critically evaluate major theoretical approaches to violence
- 8.3 Describe and evaluate debates surrounding differential rates of violence in different societies
- 8.4 Evaluate explanations of genocide and ethnic conflict
- 8.5 Formulate research questions and methods for understanding violence.

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

- 9.1 Gather appropriate library and web-based recourses, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.
- 9.2 Demonstrate skills in interpreting and analysing research data and official statistics
- 9.3 Understand empirical research, assessing its merits and using it to construct an argument
- 9.4 Understand the relationship between theoretical analysis and empirical research and able to comment on the uses and limitations of the latter

Method of Assessment

Main assessment methods

Coursework (5,000 word essay) – 100%

Reassessment methods

100% coursework.

Preliminary Reading

Arendt, H (1970) *On Violence*, London: Allen Lane (see extract in Steger and Lind (1999) *Violence and its Alternatives* pp3-11)
Coleman, C. and Moynihan J. (2000) *Understanding crime data: haunted by the dark figure*, Buckingham: Open University Press
Elias, N (1994) *The Civilizing Process*, Oxford: Blackwell
Fletcher, J. (1997) *Violence and civilization: an introduction to the work of Norbert Elias*, Cambridge: Polity Press.
Jones, S. (2000) *Understanding Violent Crime*, Buckingham: Open University Press.
Keane, J. (1996) *Reflections on violence*, London:
Lee R. M. and Stanko B. eds, (2003) *Researching Violence*, London: Routledge
Scheff, T.J. (1994) *Bloody Revenge: Emotions, Nationalism and War*, Boulder, CO: Westview Press.
Stanko, E. A. ed., (2003) *The Meanings of Violence*, London: Routledge
Steger, M. B. and Lind, N. S. eds (1999) *Violence and its Alternatives – an Interdisciplinary Reader*, London: Macmillan

Pre-requisites

None

Synopsis <span style =

This module will examine the ways in which violence is understood in social science research, and will provide advanced discussion of the major theoretical and research themes involved in the analysis of violence. It will critically examine data on the prevalence, nature and effects of violent crime, and will consider issues of violence, aggression and masculinity. This will be done with particular reference to examples, such as racist crime, homophobic crime and domestic violence. The module will approach violence from both interpersonal and societal perspectives and will include consideration of collective violence and genocide. It will further examine solutions to violence and conflict resolution, the effects of intervention strategies and non-judicial responses to violence.

2022-23 Medway Module Handbook

SO869		Theories of Crime				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Criminology MA
Criminology with a term Abroad MA
Two year Master's in Criminology MA

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Be familiar with the main sources of literature about criminological theory, from a range of disciplines, and able to use these materials for research purposes
- 8.2 Have gained an appreciation of the schools of thought about the causes of crime and their relationship to the criminal justice system
- 8.3 Be able to critically evaluate diverse criminological theories and locate them within a wider framework of criminological study
- 8.4 Be able to understand the chronological progression of criminological thought

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Be able to place the development of theory in specific historical contexts
- 9.2 Have gained an appreciation of how issues develop out of particular problems of public policy
- 9.3 Convincingly evaluate differing explanations of complex problems
- 9.4 Be capable of communicating complicated arguments about potentially controversial issues

Method of Assessment

Main assessment methods

Coursework –essay (5000 words)– 100%

Reassessment methods

Reassessment instrument - 100% coursework.

Preliminary Reading

Currie E. (1985) *Confronting Crime*. Pantheon.
Downes D and Rock P (2007) *Understanding Deviance* (5th ed.). Clarendon Press
Hale, C., Hayward, K., Wahidin, A. and Wincup, E (2005) *Criminology*. Oxford: Oxford University Press
Lea J and Young J, 1993, *What is to be Done About Law and Order?*, London: Pluto
Lilly, J., F. Cullen and R. Ball (1989) *Criminological Theory*. Sage
Newburn T. (2007) *Criminology* Cullompton: Willan
Maguire, M, Morgan, R and Reiner, R (eds) (2007) *The Oxford Handbook of Criminology* (4th ed.), Oxford: Clarendon. (But see also earlier editions where relevant, 2nd ed. (1997) and 3rd ed. (2002))
Mooney, J. (2000) *Gender, Violence and the Social Order*. London: Macmillan
Muncie J, McLaughlin E and Langan M, eds, 1996, 2002, *Criminological Perspectives: A Reader*. London: Sage
Newburn T. (2007) *Criminology* Cullompton: Willan
Taylor I, Walton P and Young J, 1973, *The New Criminology*, Routledge and Kegan Paul
Vold G.B., T. Bernard and J. Snipes (2002) *Theoretical Criminology*. Oxford University Press
Walklate S. (1995) *Gender and Crime*. Harvester Wheatsheaf
Young, J, *Thinking Seriously About Crime*. (website) www.jockyoung.org.uk

Pre-requisites

None.

Synopsis <span style =

In the late modern period we are presented with an extraordinary wealth of criminological theory. Past and present paradigms proliferate and prosper. This course examines these theories, placing them in the context of the massive social transformations that have taken place in the last thirty years. It is not concerned so much with abstract theory as criminological ideas, which arise in particular contexts. It aims, therefore, to situate theories in contemporary debates and controversies and allows students to fully utilize theoretical insights in their criminological work. In particular we will introduce the current debates surrounding cultural criminology, the debate over quantitative methods and the emergence of a critical criminology

2022-23 Medway Module Handbook

SO870		Research Methods in Criminology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Normally runs in the Spring term (term 2)

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

Yes - LSSJ - 09/04/2020

Learning Outcomes

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

1. Critically engage with literature on methods and methodologies, including examples of empirical research based on a range of methods.
2. Evaluate and critique research studies which make use of both quantitative and qualitative research methods.
3. Extensively discuss, with reference to practical examples, the problems in using official statistics.
4. Demonstrate a substantial knowledge about a variety of research methods and how they have been used by criminologists and possess familiarity with the strengths and weaknesses of qualitative and quantitative research.

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

1. Be aware of the ethical issues in social science research
2. Evaluate complex methodologies
3. Demonstrate sophisticated skills in communication and in utilization of research and empirical data
4. Critically synthesise the theoretical contribution of different schools and disciplines of enquiry

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 100%

Reassessment methods

100% coursework.

Preliminary Reading

Recommended Reading:

Jupp, V., Davies, P. and Francis, P. (2011), *Doing Criminological Research* (2nd edition), London: Sage.

May, T. (2011), *Social Research: Issues, Methods and Process* (4th edition), Maidenhead: Open University Press.

Wincup, E. (2017), *Criminological Research: Understanding Qualitative Methods* (2nd edition) London: Sage.

Young, J. (2011), *The Criminological Imagination*, London: Polity Press.

Pre-requisites

None

Synopsis *

This module provides practical example of the theories, logics and methods that underpin criminological research. As such, students will learn about the principles involved in designing, carrying out and interpreting research. The module focuses on the relationship between empirical data (what is observed/measured in the 'real world') and the development of theory (academic thought). Students are encouraged to learn how to ask appropriate criminological questions and to design studies which draw on the most appropriate methods to answer them. These methods include both primary empirical work (quantitative and qualitative) and secondary work (e.g. dataset analysis, literature analysis). The module thus is also concerned with how data can be interpreted and analysed. Beyond equipping students with intellectual and practical skills in the field of criminological research, the module fosters a capacity to critically evaluate research in general.

2022-23 Medway Module Handbook

SO896 Communication and Interpersonal Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

Social Work MA (compulsory module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically examine and evaluate the theoretical and research base underpinning interpersonal communication skills in social work
- 8.2 Analyse, reflect on and demonstrate communication and relationship skills when working with difference in self and others and skills in challenging discrimination and oppression while critically aware of the role of power and authority
- 8.3 Demonstrate judgment in the use of interpersonal skills to communicate clearly, accurately and precisely with individuals and groups
- 8.4 Demonstrate systematic knowledge and use of judgement to the application of relevant key skills required to communicate and form relationships with children, adults and those with particular communication styles and needs
- 8.5 Show awareness of self and skills in critical self-examination, demonstrating self-monitoring and commitment to developing their practice and showing understanding of the use of systems of professional supervision as well as service user feedback
- 8.6 Engage in and critically evaluate the processes of working in a group learning environment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate developed verbal and written communication skills which are commensurate with postgraduate study
- 9.2 Critically explore personal strengths and weaknesses, informed by critical judgements based on theoretical material as well as feedback from others
- 9.3 Acquire skills relating to the organisation of information in a clear and coherent manner through essay and journal writing
- 9.4 Interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence

Method of Assessment

Main assessment methods

Coursework assignment – Reflective Commentary (2500 words) with transcription of a recorded role-play interview – 100%

Reassessment methods

Like-for-like.

Preliminary Reading

Egan G. (2010) *The Skilled Helper: A problem management approach to helping*. 9th Edn. Pacific Grove, CA: Brooks/Cole

Koprowska, J. (2010) *Communication and Interpersonal Skills in Social Work*. 3rd Edn, Exeter: Learning Matters

Lishman, J. (2009) *Communication in Social Work*. 2nd Edn. BASW Macmillan

Miller, L. (2012) *Counselling Skills for Social Work*. 2nd Edn. London: Sage

Thompson, N. (2011) *Effective Communication: a Guide for the People Professions*. 2nd Edn. Basingstoke: Palgrave Macmillan

Trevithick, P. (2012) *Social Work Skills and Knowledge: a Practice Handbook*. Maidenhead: Open University Press

Woodcock Ross, J. (2016) *Specialist Communication Skills for Social Workers*, London: Palgrave.

Pre-requisites

None

Restrictions

This module is available for the Social Work MA course ONLY

Synopsis <span style =

In this module, students will be introduced to concepts of professionalism and 'relationship' in social work and the role of self-monitoring and reflection. They will learn about, critically discuss and practise a range of communication and interpersonal skills. These will include: the commencement of effective contacts with service users and colleagues; active listening and attending skills; the role of non-verbal communication; empathy; effective use of questions; paraphrasing and summarising; challenging constructively and managing conflict; the use of electronic and telephone communication; and working with people with special communication needs. Students will also explore the use of feedback in the classroom and in professional practice and supervision.

In addition the module will introduce students to the theoretical underpinnings of models of personal and professional communication. They will also be encouraged to critically explore and reflect on the application of social work values and will analyse the impact of inequality, power and diversity in relation to engaging with the experiences of others. Understanding and working with reluctance and resistance will also be addressed along with models and skills in ending relationships and evaluating practice.

2022-23 Medway Module Handbook

SO897 Social Work-Adults & Mental Health Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Medway	Spring	M	15 (7.5)	100% Coursework with Compulsory Numeric Elements	
5	Medway	Spring	M	15 (7.5)	70% Coursework, 30% Exam	

Availability

Social Work MA (compulsory stage 2 module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical and advanced understanding of different models of mental health and disability including individual/medical and social models; awareness of ageism and how 'old age' is socially constructed;
- 8.2 Define 'mental health/illness', 'learning disability', 'physical disability' and forms of chronic illness in terms of key diagnostic and descriptive categories/labels in policy and practice, recognising complex issues with the nature and validity of such definitions and their action in shaping specialist service responses;
- 8.3 Demonstrate a systematic understanding of the differential impact of stigma, poverty, injustice, discrimination, social inequalities and oppressive social relations on adult service users and carers, including the impact on the nature of services in a diverse society and the central importance of anti-discriminatory practice in this context;
- 8.4 Demonstrate a critical awareness of personal attitudes to mental distress, disability and old age, their pivotal importance in ensuring the promotion of dignity, choice and independence for adults receiving services, and a recognition that attitudes can act as barriers as do environmental and other factors;
- 8.5 Describe and analyse the main types, risk indicators and patterns of abuse affecting adult service users and carers and plan appropriate strategies for safeguarding those who may be vulnerable;
- 8.6 Demonstrate an advanced knowledge of models and methods of assessment in a multidisciplinary context, including the complex nature of professional judgement, processes of risk assessment and decision-making, with critical understanding of the contested nature of 'risk', 'care' and 'need' in social work with adults;
- 8.7 Demonstrate an advanced knowledge of the main legal and professional responsibilities of a qualified social worker, including the key legislative systems and guidance they are expected to use, and critical awareness of the changing role of social work in mental health and adult services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Organise complex information, to think critically and to consider alternative perspectives in analysing and solving problems;
- 9.2 Manage own learning and deploy time management skills independently

Method of Assessment

Main assessment methods

Essay (3,000 words) – 70%*

Legal Problem Question (1,500) – 30% *

*These components are 'Pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall.

Reassessment methods

Like-for-like.

Preliminary Reading

- Bigby, C and Frawley, P (2009) *Social Work Practice and Intellectual Disability* Basingstoke, Palgrave Macmillan
 Bland, R., Renouf, N., and Tullgreen, A. (2015) *Social Work Practice in Mental Health, An Introduction* (2nd Edition). London: Allen and Unwin.
 Burton, J., Toscano, T., and Zonouzi, M. (2012) *Personalisation for social workers: Opportunities and challenges for frontline practice*. Berkshire: McGraw-Hill
 Cree, V. and Myers, S (2008) *Social Work: Making a Difference* Bristol, BASW/Policy Press
 Davies, M (2012) *Social work with adults: Policy, law, theory, research and practice*. Basingstoke: Palgrave Macmillan
 Fook, J. (2012) *Social work: A critical approach to practice*, London: Sage.

Pre-requisites

None

Restrictions

This module is available for students enrolled on the Social Work MA course ONLY

2022-23 Medway Module Handbook

Synopsis *

The overall aim of this module is to equip students with the advanced knowledge and understanding required for them to function effectively as social workers in mental health and adult social care settings. This might include working in a multidisciplinary mental health team, with older people, people with a physical or learning disability, or with people from all of these groups. The module considers models of understanding mental health/distress, disability and old age, in particular the contrasting perspectives of the individual/medical model and social models. The module will ensure that all students are able to recognise and understand key definitions and diagnostic categories applied in contemporary service settings, at the same time as critically questioning the nature and validity of such definitions.

The module will enable students to acquire critical understanding of the impact of injustice, social inequalities and oppressive social relations on the lives of adult service users and carers, including: a) the role of these factors in contributing to the development of mental health and other problems and, b) their impact on the lives of people who already have mental health needs and/or disabilities and their families. The module will enable them to critically analyse and evaluate key concepts such as 'care', 'need' and 'risk' in adult services, and demonstrate the knowledge necessary for them to assess and make decisions in conjunction with service users, including when conflict and disagreements arise. It will highlight the evidence relating to the abuse of adult service users and the safeguarding strategies used to prevent it.

The module will provide specialist input on the legal and professional frameworks that shape or prescribe social work practice in mental health services and in adult social care, including the use of online learning materials during private study time where appropriate.

The module enables students to critically analyse the ideas that underpin personalisation and person-centred practice and how these relate in a practical sense to processes of self-directed support and individual budgets as ways of delivering services.

Through group work and seminar discussions, students will demonstrate their capacity for effective and appropriate communication with others. They will have the opportunity to critically reflect on their personal attitudes towards disability, difference, and old age.

The assessed work for this module will encourage students to gather and evaluate library and web-based resources appropriate for intermediate level degree study, and integrate a range of theoretical perspectives and evidence from research in order to construct a coherent argument in writing.

SO898 Values, Ethics and Diversity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

MA in Social Work – compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have a clear understanding of the professional regulator's and relevant professional bodies' codes and guidance on conduct and ethics for students and social work professionals;
- 8.2 Understand the complexities of social work as a moral activity that is situated in a social, legal, economic, political and cultural context;
- 8.3 Acquire, critically evaluate and integrate knowledge and understanding of values, social ethics and diversity;
- 8.4 Critically consider the meaning and importance of injustice, social inequality, and oppression on the lives of service users and their families;
- 8.5 Recognise the impact of individual and structural discrimination - on the basis of class, race, culture, gender, sexuality, age and disability - on the well-being and needs of service users and carers;
- 8.6 Develop coherent understanding of empowerment, human rights, risk taking and justice for service users and their families;
- 8.7 Develop systematic underpinning knowledge of ethical problem solving and practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Show Ability to synthesise and integrate complex knowledge, theoretical perspectives and evidence from different schools and disciplines of enquiry in order to construct an organised and coherent argument in writing;
- 9.2 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;
- 9.3 Possess the capacity to gather and evaluate library and web-based resources (e-journals and other on-line resources) appropriate to postgraduate study, make critical judgments about their merits, and use materials to construct a developed argument;
- 9.4 Demonstrate the ability to interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence.

Method of Assessment

Main assessment methods

Coursework - essay (4000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

- Adams, R., Dominelli, L. and Payne, M. (2008) Social work. Themes, Issues and Critical Debates. 3rd ed. Basingstoke: Palgrave Macmillan
- Banks, S. (2012) Ethics and Values in Social Work 4th edn. Basingstoke: Palgrave Macmillan
- Dominelli, L. (2008) Anti-Racist Social Work (3rd edn) BASW Practical Social Work.
- Graham, M (2002) Social work and African-centred worldviews. London: Venture Press
- Parrott, L. (2010) Values and Ethics in Social Work Practice (2nd ed) Exeter: Learning Matters
- Thompson N. (2011) Promoting Equality Working with Diversity and Difference 93rd ed). Basingstoke, Palgrave Macmillan

Pre-requisites

None

Restrictions

This module is available for students enrolled on the Social Work MA course ONLY

Synopsis <span style =

The module will cover the nature, history and development of social work values, their links with codes of practice and the regulation of professional conduct. It will also address sociological perspectives around social difference, diversity and inequality and the conceptual and philosophical context of human rights, responsibility, justice, care, authority and power in social work. Challenges inherent in balancing these dimensions, including potential conflicts between personal, organisational and professional values of the social work role in practice – incorporating statutory duties - will also be addressed. The role of legislation and policy in supporting ethical decision making in social work will be explored as will utilising models promoting ethical decision making and the impact of social work practice on, and in, the lives of service users and carers. The importance of recognising key dimensions of social difference and sources of inequality – class, gender, ethnicity, sexuality, age, disability and sexuality – in delivering ethical social work will be an underpinning theme.

2022-23 Medway Module Handbook

SO899 Research Methods and Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Whole Year	M	60 (30)	100% Coursework	
4	Medway	Whole Year	M	60 (30)	100% Coursework with Compulsory Numeric Elements	

Availability

Social Work MA (compulsory stage 2 module)

Contact Hours

Total contact hours: 32

Private study hours: 568

Total study hours: 600

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 demonstrate advanced knowledge of the range of both qualitative and quantitative research techniques and a capacity for independently evaluating their respective strengths and weaknesses in addressing particular kinds of research question;
- 8.2 Undertake critical analysis of research-based concepts drawn from social work and related disciplines, understanding their distinctive epistemological status and the contribution of these concepts to the knowledge base of social work practice;
- 8.3 Demonstrate capacity for the critical evaluation of research in providing "explanations of the links between definitional processes contributing to social differences (for example, social class, gender, ethnic differences, age, sexuality and religious belief) to the problems of inequality and differential need faced by service users";
- 8.5 Deploy techniques of analysis and enquiry in order to critically evaluate research strategies, research findings, and the reliability and validity of information in primary sources (e.g. refereed research articles);
- 8.6 Apply research skills, commensurate with master's level study, in order to evaluate, inform and advance social work practice, including a practical understanding of how to use research-based evidence in forming judgements and making decisions;
- 8.7 Show originality in the critical analysis of literature relevant to a chosen topic area, including consideration of research from both qualitative and quantitative paradigms and its relevance for practice;
- 8.8 Formulate a research question; produce a research proposal, and plan and execute a piece of independent research using primary and/or secondary data sources;
- 8.9 Demonstrate a systematic understanding of the complex social, ethical and political context in which social work research, and other research relevant to social work practice, takes place.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Undertake self-directed and independent study and apply learning to the production of a single piece of original research;

Method of Assessment

Main assessment methods

Dissertation (12,000 words) – 100%.

Reassessment methods

Like-for-like

Preliminary Reading

Alston, M and Bowles, W (2003) *Research for Social Workers: An Introduction to Methods* London: Routledge

Bryman A (2015) 5th Ed. *Social Research Methods*. Oxford University Press

Humphries, B (2008), *Social Work Research for Social Justice*, Hampshire: Palgrave Macmillan

Padgett, K (2008) 2nd Ed. *Qualitative Methods in Social Work Research* London: Sage

Shaw, I., Briar-Lawson, K., Orme, J and Ruckdeschel, R (2010) *The Sage Handbook of Social Work Research*, London: Sage

Teater, B., Devaney, J., Forrester, F., Scourfield, J. and Carpenter, J. (2016) *Quantitative Research Methods for Social Work: Making Research Count*, Red Globe Press

Pre-requisites

SOC18992 – Research Methods for Social Work

Restrictions

This module is available only to students enrolled on the Social Work MA

Synopsis */

The outcomes of the dissertation are threefold:

Firstly, to allow students to express themselves as practitioners, and 'critical consumers' of research, having previously been provided with the knowledge and understanding necessary to evaluate research appropriately. Secondly, an opportunity to independently carry out an in-depth inquiry to investigate a research question(s) of their choice, and produce a coherent review of the relevant literature, a logical discussion, and clearly communicated set of conclusions. Thirdly, students apply themselves as 'research-minded' practitioners with an ongoing capacity to undertake research in practice settings and/or take a lead role in supervising others in such work.

2022-23 Medway Module Handbook

SO918 Social Work with Children and Families						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Spring	M	15 (7.5)	100% Coursework	
3	Medway	Spring	M	15 (7.5)	70% Coursework, 30% Exam	

Availability

Social Work MA (compulsory stage 2 module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an advanced understand the impact of injustice, socio economic factors, social inequalities and oppressive social relations on the lives of children and families;
- 8.2 Demonstrate an effective and critically reflective understanding of the range of roles and service settings in which children and families social workers are employed and how support is delivered across the continuum of social need, with a focus on outcomes, best practice and early intervention;
- 8.3 Demonstrate a systematic understanding of the main legal and professional responsibilities of a social worker with children and families and the key systems and guidance in use;
- 8.4 Demonstrate a robust and conceptual understanding of child protection and safeguarding issues that enables learners to critically evaluate research and practice;
- 8.5 Demonstrate an advanced understanding of effective communication, engagement and intervention with children/young people including partnership working with parents and carers;
- 8.6 Apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents;
- 8.7 Demonstrate an advanced expertise and theoretical knowledge (including child development and attachment theories) maintaining a clear focus on a child centred approach;
- 8.8 Critically reflect on and explain the relationship between agency policies, legal requirements and professional responsibilities, the issues associated with working across professional boundaries and the factors and processes that facilitate effective inter disciplinary collaboration and partnership.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Synthesise and integrate complex knowledge, theoretical perspectives and evidence from different schools and disciplines of enquiry in order to construct an organised and coherent argument;
- 9.2 Gather and evaluate library and web-based resources (e-journals and other on-line resources) appropriate to postgraduate study, make critical judgments about their merits, and use materials to construct a developed argument

Method of Assessment

Main assessment methods

Essay (3,000 words) – 70%*

Legal Problem Question (1,500 words) – 30%*

*These components are 'Pass compulsory' – students must pass BOTH the individual assessments in order to pass the module overall.

Reassessment methods

Like for like

2022-23 Medway Module Handbook

Preliminary Reading

Department for Education (2018). Working Together to Safeguard Children. [Online]. Available from: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> [Accessed 6 December 2020].

Dickens, J. and Masson, J. (2016). The courts and child protection social work in England: Tail wags dog? *British Journal of Social Work*. 46(2), pp. 355-371.

Ferguson, H. (2017). How children become invisible in child protection work: Findings from research into day-to-day social work practice. *British Journal of Social Work*. 47(4), pp. 1007-1023

Ferguson, H. (2011). *Child Protection Practice*. Basingstoke: Macmillan Education.

Horwath, J. & Platt, D. (eds.) (2019) *The Child's World: The Essential Guide to Assessing Vulnerable Children, Young People and their Families*, 3rd Edn, London: Jessica Kingsley

Munro, E. (2019). Assessments to support young people making the transition from care to adulthood. In Horwath, J. & Platt, D. (eds) *The Child's World 3rd Edn*, London: Jessica Kingsley, pp. 557-572.

Munro, E. (2011). The Munro Review of Child Protection: Final Report - A Child-Centred System. Department for Education.

Reeves, J., Soutar, E., Green, S. and Crowther, T. (2018). Children and young people's vulnerabilities to grooming. [Online]. INTECH. Available from: <https://cdn.intechopen.com/pdfs/57686.pdf> [Accessed 24 January 2021]

Ruch, G. (2014) 'Helping Children is a Human Process': Researching the Challenges Social Workers Face in Communicating with Children, *British Journal of Social Work*, 44, 2045-2162

Tait, A. and Wosu, H. (2019). Securing Effective Communication with Children and Young People, in Horwath, J. and Platt, D. (eds.) *The Child's World*. London, Jessica Kingsley pp. 106-120.

Turnell, A. (2014). What is Signs of Safety? [Online] Signs of Safety. Available from: <https://www.youtube.com/watch?v=x6WYm4F9mik> [Accessed 23 January 2021].

Wilkins, D., Shemmings, D and Pascoe, C. (2019). *Child Abuse: An Evidence Base for Confident Practice*. London; Open University Press.

Pre-requisites

None

Restrictions

This module is available only to students enrolled on the Social Work MA ONLY

Synopsis *

The module will offer a specialist focus on social work with children and families. It will address the core principles underpinning the assessment of children in need (including children with disabilities) and their families and offer specialist knowledge and understanding about the legal framework within which social work in children's services is undertaken. The importance and nature of engaging and working in partnership with parents will be explored as will the nature and role of research and theory in informing interventions and outcomes sought. How social workers work with Looked After Children, including fostering and adoption issues and aftercare will also be addressed. Key messages from Inquiry reports, serious case reviews and government commissioned reports will be woven into the teaching as appropriate and the role of other professionals in child protection outlined. Effective models of multi-disciplinary and multi-agency working will be identified as will the relationships between child protection and family support; and outcomes, best practice and early intervention. The identification of child abuse and assessment of significant harm, including the assessment of risk, thresholds, child protection investigations, changing practice and policy trends, and the different ways in which children might be subject to neglect and abuse will be critically explored. Procedural intervention in child protection and safeguarding work will be outlined and the importance of developing critical analysis skills and effective professional judgement will be addressed in depth.

SO919		Critical and Reflective Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

Social Work MA (compulsory stage 2 module)

Contact Hours

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

Department Checked

24/03/0222

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically analyse the differential impact of the changing economic, political, inter-professional and organisational context on social work practice and the experience of those who use services;
- 8.2 Evaluate the contested nature of social work practice in a diverse society, the use of power and authority in social work, and how this has been understood in a tradition of radical social work practice;
- 8.3 Evaluate and apply models of partnership and participation, recognising their complex nature;
- 8.4 Critically analyse dilemmas and conflicts that can arise when balancing competing needs, risks, rights and responsibilities of individuals, carers and other agencies;
- 8.5 Critically evaluate research-based evidence to inform social work professional judgement in complex and uncertain situations;
- 8.6 Demonstrate advanced knowledge and understanding of common sources of 'error' in decision-making in professional practice including the rule of optimism, attribution error and the uses/misuses of intuition;
- 8.7 Recognise and reflect upon the potential impact of personal feelings and emotions on thinking, decision-making, and professional behaviour in social work and appreciate the debates about their proper role;
- 8.8 Understand the challenges of emotionally demanding work in complex and uncertain situations and reflect upon the actions and supports needed to promote their own emotional resilience, including the use of professional supervision;
- 8.9 Critically reflect on their own practice and professional development, and identify areas for future development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Ability to synthesise and integrate complex knowledge, theoretical perspectives and evidence from different schools and disciplines of enquiry in order to construct an organised and coherent argument in writing;
- 9.2 Skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;
- 9.3 Capacity to gather and evaluate library and web-based resources (e-journals and other on-line resources) appropriate to postgraduate study, make critical judgments about their merits, and use materials to construct a developed argument;
- 9.4 Ability to interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence

Method of Assessment

Main assessment methods

Coursework assignment - placement case study (4000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

- Adams, R., Dominelli, L. & Payne, M. (2009) *Critical Practice in Social Work*, 3rd Edn. Basingstoke: Palgrave Macmillan
Barnes M and Cotterell P (Eds) (2011) *Critical Perspectives on User Participation*. Bristol: Policy Press
Fook, J. (2012) *Social Work: A Critical Approach to Practice*, 2nd Edn. London: Sage
Gray, M. & Webb, S. (eds) (2013) *The New Politics of Critical Social Work*. Basingstoke: Palgrave Macmillan
Jones, K., Cooper, B. and Ferguson, H. (2008) *Best Practice in Social Work: Critical Perspectives*, Basingstoke: Palgrave Macmillan
Littlechild, B. & Smith, R. (eds) (2013) *A Handbook for Inter-professional Practice in the Human Services: Learning to work together*. Harlow: Pearson
LyMBERY, M. & BUTLER, S. (2004) *Social Work Ideals and Practice Realities*. Basingstoke: Palgrave Macmillan
O'Sullivan, T. (2011) *Decision Making in Social Work*. 2nd Edn. Basingstoke: Palgrave Macmillan
Ruch, G., Turney, D. & Wards, A. (eds) (2010) *Relationship-Based Social Work: Getting to the Heart of Practice*. London: Jessica Kingsley
Rutter, L. & Brown, K. (2012) *Critical Thinking and Professional Judgement for Social Work* 3rd edition Exeter: Learning Matters
Thompson, N. And Thompson, S. (2008) *The Critically Reflective Practitioner*. Basingstoke: Palgrave Macmillan

Pre-requisites

None (All stage 1 modules of the MA must have been successfully completed prior to taking stage any 2 modules including this module).

Restrictions

This module is available only to students enrolled on the Social Work MA

2022-23 Medway Module Handbook

Synopsis *

The curriculum will address the nature, dimensions and aims of critical, reflective and ethical practice in social work. It will incorporate the organisational, political, demographic and ideological context of contemporary social work practice and the impact of critical perspectives on the nature and delivery of social work in a diverse society. Service user perspectives and roles, models of partnership and participation, and the significance of power, language, knowledge, social justice, and relationship based practice will be explored. The role of effective inter-professional working and team working, and perspectives on risk and risk management will also be explored as will professional judgement and decision making in social work, including the role of emotion and sources of 'error' in decision-making and evaluating multiple hypotheses. The management of dilemmas and challenges involved in balancing competing needs, rights, risks and accountabilities will be addressed alongside dealing with working with anxiety and uncertainty in complex, unpredictable and emotionally demanding situations. The possibilities for creative and transformative practice in social work will be explored and the importance of leadership, professional authority, and continuing personal and professional development will also be discussed.

SO920 Law, Rights and Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

MA Social Work (compulsory module)

Contact Hours

Contact hours: 22

Private study hours: 128

Total hours: 150

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have developed critical understanding of legal rights and justice for service users and their families;
- 8.2 Have developed critical understanding of the statutory and common law provisions that govern social work in England and Wales and the relationship between the citizen and the state;
- 8.3 Have developed critical understanding and knowledge of social policy and how it intersects with the law;
- 8.4 Appreciate and critically evaluate philosophical influences on the development and content of the law and statute;
- 8.5 Systematically acquire and critically evaluate knowledge and understanding of values and social ethics as they relate to the law and policy;
- 8.6 Systematically acquire knowledge about and appreciate the application of key legal provision and policy for adults, children and the family;
- 8.7 Develop the knowledge and skills to analyse and synthesise information gathered for legal problem solving purposes;
- 8.8 Develop the skills to critically evaluate the role and impact of public law and policy on the rights of groups likely to come into contact with social work services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Show ability to interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence;
- 9.2 Demonstrate and ability to synthesise and integrate complex knowledge, theoretical perspectives and evidence from different schools and disciplines of enquiry in order to construct an organised and coherent argument in writing;
- 9.3 Show skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;
- 9.4 Demonstrate capacity to gather and evaluate library and web-based resources (e-journals and other on-line resources) appropriate to postgraduate study, make critical judgments about their merits, and use materials to construct a developed argument.

Method of Assessment

Main assessment methods:

Coursework - Essay, (2,500 words) - 60%

Coursework - Response to a legal problem, (1,500 words) - 40%

Both assessments must be passed in order to pass the module.

Reassessment methods:

Like-for-like.

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Preliminary Reading

Bochel, H & Duncan, S (2007) Making Policy in Theory & Practice. Bristol: Policy Press
Braye, S. & Preston-Shoot, M. (2010) Practising Social Work Law 3rd edn. Basingstoke: Palgrave Macmillan.
Carr, H. and Goosey, H. (2017) Law for Social Workers 14th edn. Oxford: Oxford University Press
Cunningham J & Cunningham S (2012) Social Policy & Social Work: Sage
Hudson J & Lowe S (2009) (2nd ed) Understanding the Policy Process. Bristol: Policy Press
Greve B (2012) The Routledge Handbook of the Welfare State. Routledge

Pre-requisites

None

Restrictions

This module is available for student enrolled on the Social Work MA course ONLY

Synopsis *

The curriculum will address the need for social workers to have in depth knowledge and understanding of the law and its applications to social work practice. The history, context, and nature of English law and law making will be covered including natural law and positivist law and their intersection with ethics and philosophy. The 'legal framework' of English social work including legislation, quasi-legislation and social policy will be outlined as will the process - and political context - of policy-making and implementation. Primary, and secondary legislation, policy and guidance and the cases that together constitute 'the law & policy' relating to key service user groups will be outlined alongside understanding of the application of legislation and policy as it relates to social work activities, duties and decisions. Judicial interpretation relevant to social work, the role and nature of Courts and the legal profession, legal procedure and the nature of evidence will also be covered. Human Rights and equality law with a particular focus on justice and the promotion of equality in the areas of "race", gender and sexual orientation, disability and age will be addressed as will legal systems and frameworks relating to safeguarding, mental capacity & confidentiality.

SO921		Practice Placement 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Spring	M	30 (15)	Pass/Fail Only	

Availability

Social Work MA - compulsory module

Contact Hours

Total contact hours: 18

Private study hours: 282

Total study hours: 300

Note:- Extra private study hours are required in the placement

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

The principal intended learning outcomes for students are that on completion of the module, they will show practice competence at End of First Placement level of the Professional Capabilities Framework for social workers [Social Work England (SWE)].

By successfully completing this module students will:

- 8.1 Identify and behave as a professional social worker, committed to professional development
- 8.2 Apply social work ethical principles and values to guide professional practice
- 8.3 Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
- 8.4 Advance human rights and promote social justice and economic well-being
- 8.5 Apply knowledge of social sciences, law and social work practice theory
- 8.6 Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
- 8.7 Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse, including:
- 8.8 Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and
- 8.9 Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management, including:

The outcomes are underpinned by the Professional Capabilities Framework for social work.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a developed range of communication skills appropriate to a variety of audiences and/or a variety of settings, which are commensurate with postgraduate study.
- 9.2 Demonstrate understanding of the complexity of communication and identify skills in working cooperatively, but also identifying and working with difficulties, on a range of group tasks. Reflect critically on effectiveness of skills used.
- 9.3 Critically explore personal strengths and weaknesses, informed by critical judgements based on theoretical material as well as feedback from others

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Coursework - Portfolio (4000 words) – 100%

Note that this assessment comprises four reflective summaries PLUS additional material dependant on format and contents- but that these are marked as one item.

Reassessment methods

Like-for-like

Preliminary Reading

Banks S (2012) Ethics and Values in Social Work 4th ed. Basingstoke: Palgrave Macmillan

Coulshed V and Orme J (2012) Social Work Practice 5th ed. London: Basingstoke: Palgrave Macmillan

Higham, P (2006) Social work: Introducing professional practice. London: Sage Publications

Lishman, J (2015) (ed) Handbook for practice learning in social work and social care: Knowledge and theory 3rd ed., London: Jessica Kingsley Publishers

Lomax R, Jones K, Leigh S and Gay C (2010) Surviving your Social Work Placement. Basingstoke: Palgrave Macmillan

Parker, J (2017) Social work practice: Assessment, planning, intervention and review. 2nd edition. Exeter: Learning Matters Ltd.

Thompson N (2006) Anti Discriminatory Practice 4th ed. Basingstoke: Palgrave Macmillan

Trevithick, P (2012) Social work skills and knowledge: A practice handbook. 3rd ed. Maidenhead: Open University Press

Pre-requisites

None

Restrictions

This module is available ONLY for students enrolled on the Social Work MA

Synopsis *

Students will participate in up to 30 days undertaking a 'Developing Skills for Practice' programme consisting of university based experiential learning, self-directed study, shadowing experienced social workers and other observational visits. The majority of these days will take place during term 1 (Autumn term) of the first year to prepare students for their first placement through practising key generic skills and increasing their understanding of the social work role, without the immediate pressure of assessment.

Students will attend placement for a period in line with regulator standards and carry out direct work with service-users in a social work or social care organisation. They will develop skills, knowledge and values through experiential learning supervised by a qualified practice educator. Involvement in practice activities will enable students to demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will be expected to show capacity to work with people in situations where there may not be simple clear-cut solutions

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SO922		Practice Placement 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Whole Year	M	30 (15)	Pass/Fail Only	

Availability

Social Work MA - compulsory module

Contact Hours

Total contact hours: 18

Private study hours: 600

Total study hours: 618

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Identify and behave as a professional social worker, committed to professional development.
- 8.2 Apply social work ethical principles and values to guide professional practice.
- 8.3 Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.
- 8.4 Advance human rights and promote social justice and economic well-being.
- 8.5 Apply knowledge of social sciences, law and social work practice theory.
- 8.6 Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.
- 8.7 Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.
- 8.8 Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations.
- 8.9 Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate developed communication skills appropriate to a variety of audiences and/or using a range of methods which are commensurate with postgraduate study.
- 9.2 Demonstrate understanding of the complexity of communication and identify skills in working cooperatively, but also identifying and working with difficulties, on a range of group tasks. Reflect critically on effectiveness of skills used.
- 9.3 Critically explore personal strengths and weaknesses, informed by critical judgements based on theoretical material as well as feedback from others

Method of Assessment

Main assessment methods

Portfolio (4000) – Pass/fail (100%)

Note the portfolio is marked as one item but contains the following elements: four reflective summaries PLUS additional material dependant on format and contents

Reassessment methods

Like-for-like

Preliminary Reading

Adams R, Dominelli L and Payne M (2009) *Critical Practice in Social Work*. 2nd ed. Basingstoke: Palgrave Macmillan

Banks S (2012) *Ethics and Values in Social Work* 4th ed. Basingstoke: Palgrave Macmillan

Fook J (2016) *Social Work: A Critical Approach to Practice*. 3rd ed. London: Sage Publications

Lishman, J (2015) (ed) *Handbook for practice learning in social work and social care: Knowledge and theory* 3rd ed., London: Jessica Kingsley Publishers

Stepney P and Ford D (2012) *Social Work Models, Methods and Theories* Lyme Regis: Russell House Publishing

Trevithick, P (2012) *Social work skills and knowledge: A practice handbook*. 3rd ed. Maidenhead: Open University Press

Watson F, Burrows H, Player C (2002) *Integrating Theory and Practice in Social Work* London: Jessica Kingsley Publishers

Pre-requisites

None

Restrictions

This module is available only to students enrolled on the Social Work MA

Synopsis *

Students will attend placement for a period in line with regulator standards and carry out direct work with service-users in a social work or social care organisation. They will develop skills, knowledge and values through experiential learning supervised by a qualified practice educator.

Involvement in practice activities will enable students by the end of last placement to have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.

SO923 Social Work Theories, Interventions and Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

Social Work MA (compulsory module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand, critically analyse and evaluate underpinning theories, methods and models of, and for, practice with individuals, couples, families, groups and communities;

8.2 Demonstrate a confident knowledge and critical understanding of the social work processes of engagement, assessment, planning, intervention, evaluation and termination and an understanding of this in relation to different theoretical perspectives;

8.3 Use research critically to inform and effectively to sustain and develop effective practice;

8.4 Apply critical reflection and analysis to sustain and develop effective practice;

8.5 Examine and evaluate how respective theoretical approaches can be applied in ethical and anti-oppressive practice with all service users, taking account of differences such as culture, race age, gender, and sexuality;

8.6 Understand and apply a range of theories and interventions to, and in, complex practice situations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate skills commensurate with postgraduate study in relation to linking theory, practice, empirical evidence and argument to social work, drawing on current models of best practice;

9.2 Demonstrate skills relating to the organisation and communication of complex ideas in a clear and effective manner, both verbally and in writing;

9.3 Systematically gather, collate, critically analyse and synthesise material from a wide range of sources;

9.4 Gather library and web-based resources appropriate for postgraduate study; make critical judgements about their merits and use the available evidence to construct a developed argument to be presented orally in seminars and in writing;

9.5 Demonstrate skills in working effectively with others

Method of Assessment

Main assessment methods

Coursework - Case Analysis assignment (3000 words) - 80% *

Coursework – seminar presentation (20 minutes) – 20% *

* These components are 'Pass compulsory' – students must pass the individual assessments in order to pass the module overall.

Reassessment methods

Like-for-like

Preliminary Reading

Benson J. (2010) Working more Creatively with Groups, 3rd Edition, Abingdon: Routledge.

Healey, K (2005) Social Work Theories in Context: Creating Frameworks for Practice. Basingstoke: Palgrave Macmillan.

Howe D. (2009) A Brief Introductory to Social Work Theory, Basingstoke: Palgrave Macmillan.

Lishman, J (2007) Handbook for Practice Learning in Social Work and Social Care: Knowledge & Theory. London: Jessica Kingsley

Milner & O'Byrne (2009) Assessment in Social Work, 3rd edition, Basingstoke: Palgrave Macmillan

Payne, M (2005) Modern Social Work Theory, 3rd edition, Basingstoke: Palgrave Macmillan.

Pre-requisites

None

Restrictions

This module is available for students enrolled on the Social Work MA course ONLY

Synopsis *

This module will explore and critically reflect on the role of theory in social work and its intersection with the development of interventions and social work skills. Threaded throughout the module will be a focus on the importance of developing a critical understanding of social work processes, including models and methods of assessment, the application of theory in complex social work cases and recognition of social work intervention as a theoretically informed activity. Specific approaches and perspectives will be explored e.g. systemic and therapeutic approaches, and critically reviewed in assessment and intervention with individuals, families, groups and communities. The role and nature of social work models and interventions will be explored, e.g. social constructionist approaches, task centred practice, and students will be encouraged to develop a critical understanding of the importance of groups - including families - in social work practice. The module will facilitate the students' capacity to critically evaluate theories and methods including an appreciation of practice paradigms and practice related theories within wider social sciences perspectives.

2022-23 Medway Module Handbook

SO924 The Individual, the Family and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

Social Work MA (compulsory module)

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 The application of relevant research, theory and knowledge from the cognate disciplines of sociology and psychology (human growth and development) to social work;
- 8.2 The role of social processes and the impact of sources of experiential and life course disadvantage that leads to marginalisation, isolation and social exclusion and how this impacts on the need for social work services;
- 8.3 The changing and dynamic nature of families and communities and the resultant implications for social work practice;
- 8.4 Psychological, social, cultural, spiritual and physical influences on people and human development throughout the life course and how these link to the development and understanding of need;
- 8.5 The theoretical perspectives on bio-psycho-social influences on human development, behaviour and the life stages;
- 8.6 The intersection of psychological theories and social factors with issues of discrimination, disadvantage, inequality and injustice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;
- 9.2 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally and in writing;
- 9.3 Be able to synthesise and evaluate complex knowledge and theoretical material from different schools and disciplines of enquiry

Method of Assessment

Main assessment methods

Coursework – essay (4,000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Burke P and Parker J (2006) *Social Work and Disadvantage: Addressing the Roots of Stigma through Association*. London: Jessica Kingsley Publishers

Gill O and Jack G (2007) *Child and Family in Context: Developing ecological practice in disadvantaged communities*.

Lyme Regis: Russell House

Hockey J & James A (2003) *Social Identities across the Life Course*. Basingstoke: Palgrave Macmillan

Katz J, Peace S and Spurr S (2011) *Adult Lives: A Life Course Perspective*. Bristol: Policy Press

Parrish M (2010) *Social Work Perspectives on Human Behaviour*. Berkshire: OUP

Sigleman CK and Rider EA (2006) *Life-span Human Development*. Belmont: Wadsworth

Thomson Learning

Sudbery J (2009) *Human Growth and Development: an introduction for social workers*. Abingdon: Routledge

Sullivan J. J. (2007) *Sociology: Concepts and Application in a Diverse World*. Pearson

Pre-requisites

None

Restrictions

This module is available for students enrolled on the Social Work MA course ONLY

2022-23 Medway Module Handbook

Synopsis *

Taking an ecological approach to social work, the module will highlight the need for a systematic analysis of influences on individuals, families, groups and communities at micro, meso and macro levels. This will include the role of social processes on individuals and families and theoretical approaches to human growth and development. The module will explore bio-psycho-social influences on behaviour, individual identity and the life course, and contrasting approaches, such as 'critical material', discursive and intra-psycho, to understanding the individual in society. Broader social influences on individuals and families will also be examined, such as diversity and difference throughout the life span, acknowledging cross-cultural differences in attachment, development and separation.

Applying the module content to social work practice, students will be encouraged to understand the significance of life stages and the need to adopt a life course perspective in social work with specific service user groups. The module will highlight the significance for social workers of the intersection between psychological models and understanding the concept of 'need'. At the macro level of understanding, the module will explore the interaction between disadvantage in society, marginalisation, isolation and social exclusion with psychological and social factors that bring service users to the attention of social workers.

SO926 Understanding Social Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	
2	Medway	Spring	M	20 (10)	100% Coursework	
2	Medway	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

Advanced Child Protection (Distance learning) MA

Contact Hours

Total contact hours: 15
Private study hours: 185
Total study hours: 200

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have systematic understanding and critical awareness of the main types of social research that are used in fields of social and public policy (positivist, interpretative; qualitative, quantitative; inductive, deductive; observational, experimental, participative, action, and visual).
- 8.2 Examine the importance of clear research questions and robust research designs.
- 8.3 Have systematic understanding and critical awareness of the ethical issues raised by social research.
- 8.4 Be able to critically assess the methodological choices made in published research studies.
- 8.5 Use a comprehensive understanding of appropriate techniques to critically assess whether the design of a research project is appropriate for answering its questions.
- 8.6 Have a systematic understanding and critical awareness of the main approaches to the analysis of qualitative (grounded and deductive coding) and quantitative (descriptive and inferential statistics) data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Systematically communicate research results to academic and general audiences at a high level
- 9.2 Demonstrate self-direction and originality in managing their time, prioritise workloads and manage stress as well taking independent responsibility for their learning and professional development.
- 9.3 Access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct and communicate a developed argument
- 9.4 Have a comprehensive understanding of appropriate techniques enabling them to demonstrate self-direction and originality in solving problems that are common in social research.

Method of Assessment

Main assessment methods

Coursework - Written assignment critique of Research Article (2000 words) - 55%
Coursework - Group Presentation - Research Design - 30%
Coursework - online forum contribution – 15%.

Reassessment methods

100% coursework.

2022-23 Medway Module Handbook

Preliminary Reading

Becker, S., & Bryman, A. (Eds.). (2004). *Understanding Research for Social Policy and Practice*. Bristol: Policy Press.
Bryman, A. (2016). *Social Research Methods*. Fifth edition. Oxford: Oxford University Press.
Cresswell, J. W. (2007). *Qualitative Inquiry and Research Design*. London: Sage.
Fielding, J. L., & Gilbert, G. N. (2006). *Understanding Social Statistics*. London: Sage.
Gilbert, N.G. (2015) *Researching social life*, fourth edition. London: Sage.
White, P (2017). *Developing Research Questions*, London, Palgrave Macmillan

Pre-requisites

None

Synopsis *

This module introduces students to the logic and methods of social research. It aims to familiarize students with central topics in research design and the ethics of social research so that they can apply this knowledge to their understanding of fields of social and public policy. The module introduces students to both positivist and critical/interpretive approaches and the debates behind their selection for conducting research. It will invite them to consider how research questions are generated and answered. It will enable students to identify common mistakes in the social research methods used to develop sector relevant policy and how to effectively and systematically address issues. Topics will also include: ethics and informed consent; sampling for qualitative and quantitative research; methods of primary and secondary data collection, methods of qualitative and quantitative analysis. It will give them an opportunity to learn and practise introductory skills in the collection and analysis of qualitative and quantitative data.

Availability

Advanced Child Protection (Distance learning) MA

Contact Hours

Total contact hours: 15
Private study hours: 185
Total study hours: 200

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have systematic understanding and critical awareness of the main types of social research that are used in fields of social and public policy (positivist, interpretative; qualitative, quantitative; inductive, deductive; observational, experimental, participative, action, and visual).
- 8.2 Examine the importance of clear research questions and robust research designs.
- 8.3 Have systematic understanding and critical awareness of the ethical issues raised by social research.
- 8.4 Be able to critically assess the methodological choices made in published research studies.
- 8.5 Use a comprehensive understanding of appropriate techniques to critically assess whether the design of a research project is appropriate for answering its questions.
- 8.6 Have a systematic understanding and critical awareness of the main approaches to the analysis of qualitative (grounded and deductive coding) and quantitative (descriptive and inferential statistics) data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Systematically communicate research results to academic and general audiences at a high level
- 9.2 Demonstrate self-direction and originality in managing their time, prioritise workloads and manage stress as well taking independent responsibility for their learning and professional development.
- 9.3 Access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct and communicate a developed argument
- 9.4 Have a comprehensive understanding of appropriate techniques enabling them to demonstrate self-direction and originality in solving problems that are common in social research.

Method of Assessment

Main assessment methods

Coursework - Written assignment critique of Research Article (2000 words) - 55%
Coursework - Group Presentation - Research Design - 30%
Coursework - online forum contribution – 15%.

Reassessment methods

100% coursework.

Preliminary Reading

- Becker, S., & Bryman, A. (Eds.). (2004). *Understanding Research for Social Policy and Practice*. Bristol: Policy Press.
- Bryman, A. (2016). *Social Research Methods*. Fifth edition. Oxford: Oxford University Press.
- Cresswell, J. W. (2007). *Qualitative Inquiry and Research Design*. London: Sage.
- Fielding, J. L., & Gilbert, G. N. (2006). *Understanding Social Statistics*. London: Sage.
- Gilbert, N.G. (2015) *Researching social life*, Fourth Edition. London: Sage.
- White, P (2017). *Developing Research Questions*. London: Palgrave

Pre-requisites

None

Synopsis *

This module introduces students to the logic and methods of social research. It aims to familiarize students with central topics in research design and the ethics of social research so that they can apply this knowledge to their understanding of fields of social and public policy. The module introduces students to both positivist and critical/interpretive approaches and the debates behind their selection for conducting research. It will invite them to consider how research questions are generated and answered. It will enable students to identify common mistakes in the social research methods used to develop sector relevant policy and how to effectively and systematically address issues. Topics will also include: ethics and informed consent; sampling for qualitative and quantitative research; methods of primary and secondary data collection, methods of qualitative and quantitative analysis. It will give them an opportunity to learn and practise introductory skills in the collection and analysis of qualitative and quantitative data.

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SO927 Definitions, Prevalence, Causes and Consequences of Child Abuse and Neg						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	
4	Medway	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 32

Private study hours: 168

Total study hours: 200

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have a systematic understanding and critical awareness of the issues surrounding child abuse and neglect definitions, and the impact of
different definitions on policy, practice and research.
- 8.2 Have an advanced knowledge base of the historical and contemporary definitions and discourses of child protection
- 8.3 Demonstrate a systematic understanding and critical awareness of the different theoretical paradigms underpinning child protection
definitions, causes and consequences.
- 8.4 Be able to critically analyse and communicate to specialist and non-specialist audiences how social and political forces have shaped the
way in which we define and respond to child safeguarding issues today and critically analyse the reasons for the complex and often
contradictory nature of responses by multiple agencies.
- 8.5 Possess a critical awareness of the consequences of child protection intervention for children, their families, wider society and agencies.
- 8.6 Critically analyse and systematically synthesise research evidence on child protection through application of sociological and
psychological theories to develop a comprehensive understandings of child abuse and policy responses.
- 8.7 Possess a systematic understanding and critical awareness of cross cultural and global comparative perspectives on child protection
- 8.8 Demonstrate critical awareness awareness and systematic understanding of the validity of research into the incidence and prevalence of
child abuse and neglect.
- 8.9 Critically analyse and possess a systematic understanding of research regarding the question of likely and potential factors involved in the
perpetration of child abuse.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate advanced level communication skills commensurate with postgraduate study and the ability to interpret and use research,
statistical material and empirical data at an advanced level
- 9.2 Collect, collate and interpret on a systematic library and web based research and resources on child protection issues at an advanced level
appropriate for postgraduate study.
- 9.3 Synthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines and countries
- 9.4 Use IT resources to achieve a systematic and critical awareness of the material provided in recorded online lectures and web based
material
- 9.5 Summarise the material used for private study on a systematic, critical and coherent fashion in order to contribute critically and with
originality to web based discussions
- 9.6 Work systematically with others during study days and in online forums to prepare and discuss complex topics
- 9.7 Organise and manage their studying independently and with originality with online and phone support from their tutors

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Coursework –essay (5000 words) – 85%

Coursework - Online forum/seminar participation – 15%

The written assignment must be passed in order for the module to be passed overall

Reassessment methods

100% coursework.

Preliminary Reading

Blok, W. (2012) The essentials of social work: International theory, values and practice

Brooker, S., Cawson, P., Kelly, G. and Wattam, C. (2001) The prevalence of child abuse and neglect: a survey of young people, International Journal of Market Research, 43: 249–89.

Lefevvre, M. (2010) "Communicating with children and young people." The Policy Press.

Lyons, K. et al (2010) "International perspectives on social work; global conditions and local practice." Palgrave Macmillan.

Munro, E. (2008) Effective Child Protection. Sage Publications. London.

Munro, E. (2011) The Munro review of child protection: Final Report. A child centred system.

Reder, P., Duncan, S., & Gray, M. (1993) Beyond Blame Child Abuse Tragedies Revisited. Routledge, London.

Relevant legislation, Government guidance and policy

Pre-requisites

None

Synopsis *

This module will provide students with a historical and contemporary perspective of child abuse and examine child and family centred practice, and will allow students to explore definitions of abuse, nationally and internationally. A significant area of research will be drawn upon with regards to the role of men in child protection. The module will also introduce key agencies in the field. The child protection simulations created by the Centre for Child Protection around child sexual exploitation (Looking for Lottie) and radicalization (ZAK), are embedded in this module.

SO928 Contemporary Child Protection Practice and Policies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	
2	Medway	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 32

Private study hours: 168

Total study hours: 200 hours

Department Checked

24/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 To have critical awareness and systematic understanding of child protection policy and practice in the pre and post Munro era and be able to outline the implications of this Report for agencies involved in child protection.
- 8.2 Recognise and evaluate the relationship between agency policies and professional responses in child protection and have a systematic knowledge of the issues associated across professional boundaries and identify factors that facilitate inter-professional collaboration and partnership.
- 8.3 Possess a systematic knowledge and critical awareness of the consequences of child protection and safeguarding policies and practice for children, their families, wider society and agencies.
- 8.4 Demonstrate effective understanding of universal and discipline specific skills in working together in child protection and safeguarding practice and be able to evaluate the strengths and weaknesses of the application of these skills and the consequences of not using them.
- 8.5 Express systematic and critical awareness of values and ethics in child protection practice.
- 8.6 Critically evaluate skills in child protection in terms of a given scenario from the Serious Game.
- 8.7 Analyse and communicate to an advanced level the risks posed by a new generation child abuse situations online and critically assess the validity of research into the incidence of online child protection and the skills and policies needed to combat them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate advanced level communication skills commensurate with postgraduate study and the ability to interpret and use research and empirical data at an advanced level .
- 9.2 Collect, collate and interpret on a systematic basis library and web based research and resources on child protection issues to an advanced level appropriate for postgraduate study.
- 9.3 Be able to synthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines and countries.
- 9.4 Use IT resources to achieve a systematic and critical awareness of the material provided in recorded online lectures and in web based material.
- 9.5 Summarise the material used for private study on a systematic, critical and coherent fashion in order to contribute critically and with originality to web based discussions.
- 9.6 Work systematically with others during study days and in online forums to prepare and critically discuss complex topics.
- 9.7 Organise and manage their studying independently and with originality with online and phone support from their tutors.

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 85%

Coursework - online forum participation – 15%

The written assignment must be passed in order for the module to be passed overall

Reassessment methods

100% coursework.

Preliminary Reading

Ayre, P. & Preston-Shoot, M. (2010) Children's Services at the Crossroads.

Broadhurst et al (2009) Safeguarding Children; Critical Perspectives. Wiley Blackwell

Broadhurst et al (2010) Ten pitfalls and how to avoid them. What research tells us" NSPCC Inform

Kellet, M. (2011) Children's perspectives on integrated services.

Munro, E. (2011) The Munro Review of Child Protection; Final Report

Working Together to Safeguard Children: A guide to inter-agency working (Department for Children, Schools and Families [DCSF], 2010)

Pre-requisites

None.

Synopsis >*

The aim of this module is to focus on contemporary child protection policies and practice and provide the current legal context for child protection. In particular it will discuss policy and practice following the Munro Review (2011) and it will draw upon the implications of inter-professional and interdisciplinary research, theory and practice pre- and post- Baby Peter Connelly. The module will focus upon key agencies in child protection and practitioner communication skills. Students will be introduced to the Centre's child protection simulation, 'Rosie 2', where they will have the opportunity to analyse the different skills of practitioners involved in child protection practice.

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SO929 New Perspectives on Assessment and Observation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 32

Private study hours: 168

Total study hours: 200 hours

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Possess a systematic understanding and critical awareness of models and methods of assessment, including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment
- 8.2 Systematically assess human situations, taking into account a variety of factors including agency perspective
- 8.3 Demonstrate systematic knowledge and critical awareness of approaches and methods of intervention in child protection including factors guiding the choice and evaluation of these.
- 8.4 Have a comprehensive and systematic understanding of relevant social research and evaluation methodologies on planning and intervention in child protection
- 8.5 Develop on a systematic basis relevant expertise and critical awareness in theoretical knowledge, particularly in attachment theories whilst maintaining a clear focus on the importance of the child,
- 8.6 Identify and apply systematically and creatively the place of theoretical perspectives and evidence in assessment, decision-making and intervention processes in child protection practice.
- 8.7 Have developed systematic knowledge of communication techniques with children/young people and of the elements of working in partnership with parents in child protection
- 8.8 T A comprehensive understanding of the techniques for the processes of reflection and evaluation, including familiarity with the range of approaches for evaluating welfare outcomes, and systematic knowledge and critical awareness of their significance for the development of practice and the practitioner.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate advanced level communication skills commensurate with postgraduate study and the ability to interpret and use research and empirical data at an advanced level .
- 9.2 Collect, collate and interpret on a systematic basis library and web based research and resources on child protection issues at an advanced level appropriate for postgraduate study
- 9.3 Synthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines and countries
- 9.4 Use IT resources to support achievement of a systematic and critical awareness of the material provided in recorded online lectures and web based material
- 9.5 Summarise the material used for private study on a systematic, critical and coherent fashion in order to contribute critically and with originality to web based discussions
- 9.6 Work systematically with others during study days and in online forums to prepare and critically discuss complex topics
- 9.7 Organise and manage their studying independently and with originality with online and phone support from their tutors

Method of Assessment

Main assessment methods

Coursework – assignment – essay (5000 words) – 85%

Coursework - online forum participation – 15%

The written assignment must be passed in order for the module to be passed overall

Reassessment methods

100% coursework.

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Preliminary Reading

Corby, B., Shemmings, D. and Wilkins, D. (2012). Child Abuse. Maidenhead: Open University Press.
 Department for Health (2000). A Framework for the of Children in need and their Families
 Department for Education (2015). Working Together. A guide to inter-agency working to safeguard and promote the welfare of children.
 Fonagy, P. and Allison, E. (2012). 'What is mentalization? The concept and its foundations in developmental research'. in: Midgley, N. and Vrouva, I. eds Minding the Child. Routledge.
 Out, D., Bakermans-Kranenburg, M.J. and Van Ijzendoorn, M.H. (2009). The role of disconnected and extremely insensitive parenting in the development of disorganized attachment: validation of a new measure. Attachment and Human Development, V.11(5), pp.419-443.
 Shemmings, D. and Shemmings, Y. (2011). Understanding Disorganised Attachment. London: Jessica Kingsley.
 Shemmings, D. and Shemmings, Y. (2014). Assessing Disorganized Attachment Behaviour in Children: An Evidence-Based Model for Understanding and Supporting Families. London: Jessica Kingsley.

Pre-requisites

None

Synopsis *

This module provides professionals with in depth knowledge about current assessment practice including the Attachment and Relationship-Based Practice Project. The likelihood of maltreatment is significantly higher where a child demonstrates disorganized attachment behaviour and this thread runs throughout the module, paying special attention to the behaviour of the caregiver. The module is suitable for a wide range of professionals who work with complex family circumstances.

SO930 Support, Help and Intervention						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	
2	Medway	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 32
 Private study hours: 168
 Total study hours: 200 hours

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate critical awareness of a comprehensive range of perspectives of support, help and intervention in families where there are child protection concerns and systematically and creatively evaluate the impact of these.
- 8.2 Systematically evaluate different types of interventions with mothers, fathers, parental figures and children/young people
- 8.3 Demonstrate a systematic understanding and critical awareness of the impact of different types of support and intervention on mothers, fathers, parental figures and children/young people
- 8.4 Critically and systematically reflect on service users perceptions of support and intervention and how these might be perceived as helpful and unhelpful in particular from the perspectives of children and young people
- 8.5 Possess systematic understanding and critically evaluate different sociological and psychological theoretical paradigms which underpin interventions for mothers, fathers, parental figures and children/young people in particular the perspectives of children and young
- 8.6 Systematically analyse and communicate to specialist and non-specialist audiences a comprehensive range of styles and techniques of intervention and support in child protection
- 8.7 Demonstrate the ability to critically assess at an advanced level the type, nature and validity of research into support and intervention in child welfare. In terms of a holistic and life course rather than episodic approach

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Possess advanced level communication skills commensurate with postgraduate study and the ability to interpret and use research and empirical data at an advanced level.
- 9.2 Collect, collate and interpret on a systematic basis library and web based research and resources on child protection to an advanced level appropriate for postgraduate study
- 9.3 Synthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines and countries
- 9.4 Use IT resources achieve a systematic and critical awareness of the material provided in recorded online lectures and web based material
- 9.5 Summarise the material used for private study in a systematic, critical and coherent fashion in order to contribute critically and with originality to web based discussions
- 9.6 Work systematically with others during study days and in online forums to prepare and critically discuss complex topics
- 9.7 Organise and manage their studying independently and with originality with online and phone support from their tutors

2022-23 Medway Module Handbook

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 85%

Coursework - online forum participation – 15%

The written assignment and group presentation must be passed in order for the module to be passed overall

Reassessment methods

100% coursework.

Preliminary Reading

Horwath, J. (2010) (eds). *The child's world: The comprehensive guide to assessing children in need*. Jessica Kingsley Publishers.

Daniel, B., Gilligan, R., & Wassell, S. (2011). *Child development for child care and protection workers*. Jessica Kingsley Publishers.

G.Allen, G. (2011). *Early intervention: smart investment, massive savings*. Cabinet Office.

SIGNS OF SAFETY® IN ENGLAND An NSPCC commissioned report on the Signs of Safety model in child protection. Amanda Bunn, Freelance Research Consultant.

Platt, D and Turney, D (2013). *Making Threshold Decisions in Child Protection*. British Journal of Social Work. Advance Access.

Music, G (2011). 'Infant coping mechanisms, mismatches, and repairs in relating' and 'Empathy, Self, and other minds'. in: *Nurturing Natures: attachment and children's emotional, sociocultural and brain development*. Psychology Press.

Bennett, S. & Hamilton-Perry, M. 'Health Needs Assessment of the Gypsy and Traveller Community in Bedfordshire (with kind permission of the authors and NHS Bedfordshire / Ormiston Children & Families Trust).

Howe, D. (2006). 'Disabled children, maltreatment and attachment'. *British Journal of Social Work*, 36 (5), pp743-760.

MacPherson, K et al (2010) *Volunteer Support for Mothers with New Babies: Perceptions of Need and Support Received*, *Children and Society*, V. 24, pp.175-187.

Cottle, M. (2011). 'Understanding and achieving quality in Sure Start Children's Centres: practitioner perspectives'. *International Journal of Early Years Education*, V.19 (3-4), pp249-266

Pre-requisites

None

Restrictions

None

Synopsis *

This module aims to provide students with a chance to discuss various types of intervention used by agencies in child protection, exploring issues of diversity, anti-oppressive practice, cultural and emotional intelligence. Targeted interventions as well as universal services will be considered. The module will significantly consider service users' perspectives of the support which is available as well as what works and what does not work.

SO931 The 'Unconscious at Work': The Organizational Dimensions of Risk-Managem						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	
2	Medway	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 32

Private study hours: 168

Total study hours: 200 hours

Department Checked

24/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have a systematic understanding and critical awareness of how psychosocial analysis applies to organisations
- 8.2 Apply and critically and creatively discuss psychosocial principles in the context of individual and inter-professional practice and case studies
- 8.3 Systemically and critically reflect on supervision in child protection and how rationality, emotional, hot cognitions and emotional intelligence are harnessed effectively in child protection work
- 8.4 Possess an a comprehensive understanding of techniques to deal with risk, complexity and constraints in organisations
- 8.5 Observe in organisations and critically reflect on organisational practice and to deal systematically and with originality with constraints
- 8.6 Demonstrate an advanced ability to apply psychosocial perspectives to individual experiences of the workplace
- 8.7 Demonstrate advanced and systematic understanding of change in organisations

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Possess advanced level communication skills commensurate with postgraduate study in and the ability to interpret and use research and empirical data at an advanced level
- 9.2 Collect, collate and interpret on a systematic basis library and web based research and resources on child protection issues at an advanced level appropriate for postgraduate study
- 9.3 Synthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines and countries
- 9.4 Use IT resources to support achievement of a systematic and critical awareness of the material provided in recorded online lectures and web based material
- 9.5 Summarise the material used for private study on a systematic, critical and coherent fashion in order to contribute to web based discussions
- 9.6 Work systematically with others during study days and in online forums to prepare and discuss topics
- 9.7 Organise and manage their studying independently and with originality with online and phone support from their tutors

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 85%

Coursework - online forum/ participation – 15%.

The written assignment must be passed in order for the module to be passed overall

Reassessment methods

100% coursework.

Preliminary Reading

Amado, G. and Ambrose, A. (eds.) (2001) *The Transitional Approach to Change*, Karnac.

Czander, W.M. (1993), *The Psychodynamics of Work and Organisations: Theory and Application*, Guilford.

French, R. and Vince, R. (eds.) (2000) *Group Relations, Management and Organisation*, Oxford Press.

Hinshelwood, R.D. and Chiesa, M. (eds.) (2002) *Organisations, Anxieties and Defences: Towards a Psychoanalytic Social Psychology*, Whurr Publications.

Hinshelwood, R.D. and Skogstad, W. (2000), *Observing Organisations: Anxiety, Defence and Culture in Health Care*, Routledge.

Hirschhorn, L. (2000), *The Workplace Within: Psychodynamics of Organisational Life*, MIT Press.

Pre-requisites

None

Synopsis *

The aim of this module is to focus on how the individual child protection professional inner world is affected by and, in turn, effects the institutional practices embedded in the workplace in terms of working in child protection. Moreover, the module also looks at how the inner world and emotions of the individual are managed and how 'hot cognitions' involved in child protection work are addressed. Organisational and workplace features are considered from a psychosocial perspective, particularly in terms of different models of supervision, and individuals are encouraged to reflect upon their own position within organisations and how this can be optimized in circumstances where risk needs to be managed.

SO943 Readiness for Direct Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	10 (5)	Pass/Fail Only	

Availability

Social Work MA (compulsory module)

2022-23 Medway Module Handbook

Contact Hours

Total contact hours: 66

Private study hours: 84

Total study hours: 150

In line with current professional regulatory body guidance, these skill development days will take place as a series of 30 days across the programme, with attendance being mandatory. Twenty of these days will take place prior to the first placement, and the remaining 10 days during the two practice placements. Students will need to complete a minimum of 12 days or 60 hours of guided skills development activities prior to the Readiness for Direct Practice assessment.

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate awareness of the role and legislative context of social work in contemporary Britain;
- 8.2 Demonstrate understanding of and commitment to professional behaviour and personal and professional boundaries;
- 8.3 Demonstrate awareness of social work values and the application of anti-oppressive and anti-discriminatory principles in social work practice;
- 8.4 Recognise and reflect on their own personal values and how these can impact on practice;
- 8.5 Demonstrate core communication skills and the capacity to develop and apply them in practice with service users, carers and colleagues;
- 8.6 Demonstrate awareness of, and the ability to learn from, the perspectives of service users and carers;
- 8.7 Demonstrate an awareness of the theoretical knowledge base for social work practice;
- 8.8 Demonstrate skills in reflective practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in working together with others, including giving and receiving feedback and contributing to the learning of others.

Method of Assessment

Main assessment methods

Critically Reflective Analysis of a real-life TV documentary (1,500 words) - 100%

Reassessment methods

Like-for-like

Preliminary Reading

Koprowska, J (2010) Communication and Interpersonal Skills in Social Work. 3rd Edn, Exeter: Learning Matters
Lomax, R., Jones, K., Leigh, S. & Gay, C. (2010) Surviving Your Social Work Placement. Basingstoke: Palgrave Macmillan
Miller, L (2012) Counselling Skills for Social Work. 2nd Edn. London: Sage
Parker, J. (2010) Effective Practice Learning in Social Work. 2nd Edn. Exeter: Learning Matters
Rolfe, G, Jasper, M. & Freshwater, D, (2010) Critical reflection in practice: generating knowledge for care. 2nd Edn. Basingstoke: Palgrave Macmillan
Trevithick, P. (2012) Social Work Skills and Knowledge: a Practice Handbook. Maidenhead: Open University Press
Wilson, K., Ruch, G., Lymbery, M. & Cooper, A. (2011) Social Work: An introduction to contemporary practice. 2nd Edn. Harlow: Pearson.

Pre-requisites

None

Restrictions

This module is available only to students enrolled on the Social Work MA

Synopsis ***/**

This module will enable students to develop and demonstrate their readiness for direct practice with service users, through undertaking a range of guided practical activities both within and outside the university. This module incorporates a number of skills development days, and the 'readiness for direct practice' assessment, which are both requirements of the Social Work Reform Board. Students are required to pass this module before progressing to their first practice placement.

Class-based activities will encourage the development of skills used in communication, observation and reflection, and relating theory and practice, enabling students to practise and further develop the skills and knowledge they are learning in other modules, in particular SOC18960 Communication and Interpersonal Skills and SOC19230 Social Work Theories, Interventions and Skills.

Learning activities will also address the importance of professional behaviour and boundaries, awareness of values and diversity in social work, an initial awareness of risk and safeguarding, the role of professional supervision, and the importance of emotional resilience in social work.

Students will also develop their awareness of the perspectives of service users and carers, and will gain understanding of the context of social work and how social work is organised and practised in a range of settings. Students will have contact with practitioners and service users and carers within class sessions and through visiting social care settings. Each student will also undertake a two-day shadowing placement with a final year student and practice educator in a social work setting. During this they will observe and discuss examples of social work practice and meet service users and/or carers.

Students will develop their self-awareness and skills of reflection on their learning and experiences through individual activities and class discussions. They will be guided to identify their individual learning needs and monitor and reflect on their own progress.

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SO944 Practice Assignments 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

Social Work MA (compulsory module)

Contact Hours

Total contact hours: 18

Private study hours: 132

Total study hours: 150

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to critically apply theoretical perspectives and analysis to their experience and learning in practice settings;
- 8.2 Demonstrate underpinning knowledge appropriate to the specific area of practice in which they are involved;
- 8.3 Demonstrate an ability to analyse and reflect on practice in ways that maximise safety and effectiveness in situations of uncertainty;
- 8.4 Reflect on ability and practice to support people to gain, regain or maintain control of their own lives and well-being to foster dignity, choice and independence and effect change;
- 8.5 Critically evaluate skills required to work in partnership with service-users, carers and other professionals;
- 8.6 Demonstrate an understanding of the nature and roles of social work services in a diverse society, with particular reference to interpersonal, institutional and structural discrimination, empowerment and anti-discriminatory practices;
- 8.7 Integrate in depth understanding of ethical issues, values and codes of practice, which inform and underpin social interventions in specific situations;
- 8.8 Evidence critical reflection on their practice, appropriate use of knowledge and skills and take responsibility for their personal and professional development and accountability;
- 8.9 Demonstrate in depth understanding of the process of assessment, planning, intervention; review and their relevance to social work practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather, evaluate, and assimilate information from a range of sources;
- 9.2 Critically analyse and synthesise knowledge;
- 9.3 Present material and argument logically, systematically, critically and reflectively.

Method of Assessment

Main assessment methods

Coursework assignment -significant incident analysis (1500 words) – 25%

Coursework assignment – case study (3500 words) – 75%

Reassessment methods

Like-for-like

Preliminary Reading

Banks S (2006) Ethics and Values in Social Work 3rd ed. Basingstoke: Palgrave Macmillan

Egan G (2002) The Skilled Helper: A problem management and opportunity development approach to helping 7th ed Brooks/Cole

Fook J (2012) Social Work: A Critical Approach to Practice. 2nd ed. London: Sage Publications

Parker, J and Bradley, G (2007) Social work practice: Assessment, planning, intervention and review. 2nd edition. Exeter: Learning Matters Ltd.

Payne, M (2005) Modern social work theory. 3rd edition. Basingstoke: Palgrave Macmillan

Stepney P and Ford D (2012) Social Work Models, Methods and Theories Lyme Regis: Russell House Publishing

Watson F, Burrows H, Player C (2001) Integrating Theory and Practice in Social Work London: Jessica Kingsley Publishers

Pre-requisites

None

Restrictions

This module is available only to students enrolled on the Social Work MA

Synopsis *

This module is an integral part of practice learning and is designed to sit alongside the Practice Placement 1 module [SOC19210 (SO921)]. It offers an opportunity for students to demonstrate their learning in academic form. The two assignments incorporated in the module are based on work the student undertakes during their practice placement and enable students to demonstrate their competence in practice over the course of the placement. Student will have the opportunity to apply relevant theoretical learning to their own practice and demonstrate reflection and critical thinking.

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SO945 Practice Assignments 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

Social Work MA (compulsory stage 2 module)

Contact Hours

Total contact hours: 18

Private study hours: 132

Total study hours: 150

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to research, critically analyse and synthesise current knowledge of social work theories, methods and research from relevant and up to date sources;
- 8.2 Reflect on and evidence how the student has worked within agreed standards of social work practice and ensured they have maintained their own professional development;
- 8.3 Develop an in depth understanding of the application of the principles and values underpinning social work practice to manage complex ethical issues, dilemmas and conflicts;
- 8.4 Demonstrate reflective and accountable practice, critical analyses of self as a worker and the ability to think analytically;
- 8.5 Present a coherent and systematic presentation of the material.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather, evaluate, and assimilate information from a range of sources;
- 9.2 Critically analyse and synthesise knowledge;
- 9.3 Presenting material and argument logically, systematically, critically and reflectively.

Method of Assessment

Main assessment methods

Coursework – reflective assignment (3500 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Adams, R., Dominelli, L. & Payne, M. (2009) *Social Work: Themes, Issues and Critical Debates*, 3rd Ed. Basingstoke: Palgrave Macmillan
 Healey, K (2005) *Social Work Theories in Context: Creating Frameworks for Practice*. Basingstoke: Palgrave Macmillan.
 Laird, S E (2008) *Anti-oppressive social work: A guide for developing cultural competence*. London: Sage Publications
 Payne, M (2005) *Modern Social Work Theory*, 3rd edition, Basingstoke: Palgrave Macmillan.
 Ruch, G., Turney, D. & Wards, A. (eds) (2010) *Relationship-Based Social Work: Getting to the Heart of Practice*. London: Jessica Kingsley
 Rutter, L. & Brown, K. (2012) *Critical Thinking and Professional Judgement for Social Work* 3rd edition Exeter: Learning Matters
 Watson F, Burrows H, Player C (2001) *Integrating Theory and Practice in Social Work* London: Jessica Kingsley Publishers

Pre-requisites

None (All stage 1 modules of the MA must have been successfully completed prior to taking stage any 2 modules including this module).

Restrictions

This module is available only to students enrolled on the Social Work MA

Synopsis *

This module is an integral part of the practice learning and is designed to sit alongside the Practice Placement 2 module [SOC19220 (SO922)]. It offers an opportunity for students to demonstrate their learning in academic form. The assignment incorporated in the module enables students to critically reflect on their practice and their own development over the course of their learning. Students will have the opportunity to apply relevant theoretical learning to their own practice and demonstrate reflection and critical thinking.

SO971 Issues for Families in Contemporary Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	10 (5)	100% Coursework	

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1	Medway	Autumn	M	10 (5)	100% Coursework with Compulsory Numeric Elements
1	Medway	Autumn	M	10 (5)	100% Coursework with Pass/Fail Elements
1	Medway	Spring	M	10 (5)	100% Coursework with Compulsory Numeric Elements

Availability

Compulsory module for
Postgraduate Diploma/MA Social Work (Step Up to Social Work)

Contact Hours

Contact hours: 20
Private study hours: 80
Total hours: 100

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Analyse the diverse, complex and changing nature of families and communities in contemporary Britain;
- 8.2 Critically apply relevant sociological perspectives to analysing issues of discrimination, disadvantage, poverty, inequality and injustice affecting families;
- 8.3 Demonstrate an advanced and systematic understanding of current knowledge and research regarding the impact of adult mental ill-health, substance misuse, domestic abuse, physical ill-health and disability on family functioning and social circumstances as they impact on children and young people.
- 8.4 Critically analyse the role of factors relating to demographic change, culture and diversity in social work practice with children, young people and families, in the light of current research and scholarship.
- 8.5 Evaluate the impact of services on the lives of families and the importance of effective communication, inter-disciplinary and partnership working to promote engagement, early intervention and maximise outcomes for children, young people and families, drawing on a range of research and best practice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather library and web-based resources appropriate for postgraduate study, make critical judgments about their merits and use the available evidence to construct and present a developed argument;
- 9.2 Synthesise and evaluate complex knowledge and theoretical material from different schools and disciplines of enquiry;
- 9.3 Understand how to make appropriate use of research in decision-making and in the evaluation of outcomes in social work practice, including formulating judgments based on research evidence;
- 9.4 Demonstrate skills in working with others to organise, develop and verbally communicate complex ideas in a clear and effective manner

Method of Assessment

Main assessment methods
Coursework – Essay (2000 words) – 100%
Coursework – Discussion Forum contribution (Pass/Fail)
Both assessments need to be passed.

13.2 Reassessment methods

Like-for-like

Preliminary Reading

Barlow, J. (2010). (Ed) Substance misuse: The implications of Research, Policy and Practice, London: Jessica Kingsley
Burke P and Parker J (2006) Social Work and Disadvantage: Addressing the Roots of Stigma through Association. London: Jessica Kingsley Publishers
Chambers, D (2012). A Sociology of Family Life: Change and diversity in Intimate Relations, Bristol: Polity Press
Cleaver, H., Unell, I. & Aldgate, J. (2011) Children's Needs - Parenting Capacity – Child Abuse: Parental Mental Illness, Learning Disability, Substance Misuse and Domestic Violence. 2nd Edn. London: The Stationery Office
Gill O and Jack G (2007) Child and Family in Context: Developing ecological practice in disadvantaged communities. Lyme Regis: Russell House
Laing, L., Humphreys, C. & Cavanagh, K. (2013) Social Work and Domestic Violence: Developing Critical and Reflective Practice. London: Sage
Littlechild, B and Smith, R (eds) (2012) A Handbook for Interprofessional Practice in the Human Services: Learning to Work Together. Harlow: Pearson
Kohli R (2007) Social Work with Unaccompanied Asylum Seeking Children, Palgrave
Reder, P, Mc Clure, M & Jolly, (2005). Family Matters: Interfaces between Child and Adult Mental Health, London: Routledge

Pre-requisites

None

Restrictions

This module is only available to students taking the Social Work (Step up to Social Work) MA/postgraduate Diploma

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Synopsis *

This module considers key issues for families in the contemporary context, from a social work perspective. The effects of interlinked processes such as poverty, domestic abuse, substance misuse, mental health needs, learning disability and physical ill health and disability will be explored, together with their impact on parenting, family functioning and the experience and needs of children. Students will also examine the interaction of disadvantage in society, marginalisation, isolation and social exclusion with psychological and social factors that bring children and families to the attention of social workers. Sociological and critical perspectives will be considered, and the impact of demographic change, culture and ethnicity will be explored in relation to social work practice with children and families.

Issues relating to multi and interagency working at both a policy and practice level will be addressed, including divisions and tensions in the interface between adult and child services.

Throughout the module, key messages from research evidence will be critically evaluated. Students will be supported to develop skills in understanding and using research to inform judgements and in the evaluation of outcomes in social work practice.

This module links to the Department for Education Knowledge and Skills Statement for Approved Child and Family Practitioners (2014) sections 4, 5, 6 and 8.

SO975		Practice Placement 1 (Step Up)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	20 (10)	100% Coursework with Pass/Fail Elements	

Availability

PGDip/MA Social Work (Step Up to Social Work) – compulsory module

Contact Hours

Total contact hours: 25

Private study hours: 175

Total hours (credited): 200

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Identify and behave as a professional social worker, committed to professional development
- 8.2 Apply social work ethical principles and values to guide professional practice
- 8.3 Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
- 8.4 Advance human rights and promote social justice and economic well-being
- 8.5 Apply knowledge of social sciences, law and social work practice theory
- 8.6 Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
- 8.7 Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse
- 8.8 Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within their own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings
- 8.9 Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The outcomes are underpinned by the Professional Capabilities Framework for Social Work, but also reflect Social Work England's Professional Standards, and will enable students to demonstrate progress towards meeting the Department of Education's Knowledge and Skills Statement for Approved Child and Family Practitioners.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a range of developed communication skills appropriate to a variety of audiences and/or a variety of settings, which are commensurate with postgraduate study.
- 9.2 Demonstrate understanding of the complexity of communication and identify skills in working cooperatively, but also identifying and working with difficulties, on a range of group tasks. Reflect critically on effectiveness of skills used.
- 9.3 Critically explore personal strengths and weaknesses, informed by critical judgements based on theoretical material as well as feedback from others.

Method of Assessment

Main assessment methods

Course work -Case Study (3,000 words) - 100%

Coursework - Practice Assessment Portfolio (Pass/Fail)

Students will be required to pass both elements of the assessment in order to pass the module.

Reassessment methods

Like for like

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Preliminary Reading

Banks S (2006) Ethics and Values in Social Work 3rd ed. Basingstoke: Palgrave Macmillan
Coulshed V and Orme J (2006) Social Work Practice 4th ed. London: Basingstoke: Palgrave Macmillan
Higham, P (2006) Social work: Introducing professional practice. London: Sage Publications
Lishman, J (2015) (ed) Handbook for practice learning in social work and social care: Knowledge and theory. London: Jessica Kingsley Publishers
Lomax R, Jones K, Leigh S and Gay C (2010) Surviving your Social Work Placement. Basingstoke: Palgrave Macmillan
Parker, J and Bradley, G (2017) Social work practice: Assessment, planning, intervention and review. 5th edition. Los Angeles, Learning Matters Ltd
Thompson N (2016) Anti Discriminatory: Equality Diversity and Social Justice, 6th ed. London: Macmillan Education
Trevithick, P (2012) Social work skills and knowledge: A practice handbook. 3rd ed. Maidenhead: Open University Press

Pre-requisites

Pre-requisite module - SOC19690 (SO969) Social Work Skills and Values

Restrictions

This module is ONLY available to students enrolled on the Postgraduate diploma/MA in Social Work (Step Up to Social Work)

Synopsis *

Students will undertake a period of assessed practice learning, in accordance with the national requirements for Social Work education for the first year of a postgraduate Social Work course. They will develop skills, knowledge and values through experiential learning supervised by a qualified practice educator. Involvement in practice activities will enable students to demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will be expected to show capacity to work with people in situations where there may not be simple clear-cut solutions.

This module will also include the equivalent of 1 additional skills day to prepare and support students with their practice learning, and will contribute to students' development in relation to all statements of the Knowledge and Skills Statement for Approved Child and Family Practitioners.

SO976 Practice Placement 2 (Step Up)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	20 (10)	100% Coursework with Pass/Fail Elements	

Availability

PGDip/MA Social Work (Step Up to Social Work) – compulsory module

Contact Hours

Total contact hours: 25
Private study hours: 175
Total hours (credited): 200

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Identify and behave as a professional social worker, committed to professional development.
- 8.2 Apply social work ethical principles and values to guide professional practice.
- 8.3 Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.
- 8.4 Advance human rights and promote social justice and economic well-being.
- 8.5 Apply knowledge of social sciences, law and social work practice theory.
- 8.6 Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.
- 8.7 Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.
- 8.8 Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.
- 8.9 Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.

The outcomes are underpinned by the Professional Capabilities Framework for Social Work, but also reflect Social Work England's Professional Standards, and will enable students to demonstrate progress towards meeting the Department of Education's Knowledge and Skills Statement for Approved Child and Family Practitioners.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a range of developed communication skills appropriate to a variety of audiences and/or a variety of settings, which are commensurate with postgraduate study.
- 9.2 Demonstrate understanding of the complexity of communication and identify skills in working cooperatively, but also identifying and working with difficulties, on a range of group tasks. Reflect critically on effectiveness of skills used.
- 9.3 Critically explore personal strengths and weaknesses, informed by critical judgements based on theoretical material as well as feedback from others.

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Method of Assessment

Main assessment methods

Coursework - Practice Learning Reflective Study (3,000 words) - 100%

Practice Assessment Portfolio - Pass/Fail

Students will be required to pass both elements of the assessment in order to pass the module.

Reassessment methods

Like for like

Preliminary Reading

Adams R, Dominelli L and Payne M (2009) *Critical Practice in Social Work*. 2nd ed. Basingstoke: Palgrave Macmillan

Banks S (2012) *Ethics and Values in Social Work* 4th ed. Basingstoke: Palgrave Macmillan

Fook J (2016) *Social Work: A Critical Approach to Practice*. 3rd ed. Los Angeles: Sage Publications

Lishman, J (ed) (2015) *Handbook for practice learning in social work and social care: Knowledge and theory*. 3rd ed. London: Jessica Kingsley Publishers

Stepney P and Ford D (2012) *Social Work Models, Methods and Theories* Lyme Regis: Russell House Publishing

Trevithick, P (2012) *Social work skills and knowledge: A practice handbook*. 3rd ed. Maidenhead: Open University Press

Watson F, Burrows H, Player C (2002) *Integrating Theory and Practice in Social Work* London: Jessica Kingsley Publishers

Pre-requisites

None

Restrictions

This module is ONLY available to students enrolled on the Postgraduate diploma/MA in Social Work (Step Up to Social Work)

Synopsis *

Students will undertake a period of assessed practice learning, in accordance with the national requirements for Social Work education for the final placement of a postgraduate Social Work programme. They will develop skills, knowledge and values through experiential learning supervised by a qualified practice educator.

Involvement in practice activities will enable students by the end of the final placement to have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level; the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; and they will seek appropriate support and supervision.

This module will also contribute to students' development in relation to all statements of the Knowledge and Skills Statement for Approved Child and Family Practitioners (2014).

SO979 Support, Help and Intervention in International Child Protection						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	20 (10)	100% Coursework	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 32

Private study hours: 168

Total study hours: 200 hours

Department Checked

24/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate advanced awareness of different perspectives of international support, help and intervention in families where there are global child protection concerns and evaluate the impact of these.
- 8.2 Be able to critically evaluate different types of international child protection interventions with mothers, fathers, parental figures and children/young people.
- 8.3 Demonstrate an in-depth understanding of the impact of different types of support and intervention on mothers, fathers, parental figures and children/young people within the international child protection context.
- 8.4 Be able to critically reflect on service users' perceptions of global child protection support and intervention and how these might be perceived as helpful and unhelpful in particular from the perspectives of children and young people
- 8.5 Understand and critically evaluate different sociological and psychological theoretical paradigms which underpin international interventions for mothers, fathers, parental figures and children/young people in particular the perspectives of children and young people
- 8.6 Be able to critically analyse and communicate to both specialist and non-specialist audiences different styles of global intervention and support in child protection
- 8.7 Thoroughly assess the type and nature of validity of research into support and intervention in international child welfare in terms of a holistic and life course approach rather than episodic

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate advanced communication skills commensurate with postgraduate and systematically assess and critically evaluate research and empirical data.
- 9.2 Systematically gather, collate and interpret library and web-based research and resources on child protection issues at a level appropriate for postgraduate study
- 9.3 Systematically synthesise and critically evaluate complex knowledge and theoretical perspectives from different disciplines and countries
- 9.4 Possess a comprehensive understanding of IT resources and appropriate techniques to robustly to follow up what they hear in recorded online lectures and what they read in web-based material
- 9.5 Summarise their reading coherently, creatively and with originality in order to contribute to web based discussions
- 9.6 Work collaboratively with others in a systematic and creative manner during in-depth study days and in online forums to prepare and critically discuss topics
- 9.7 Organise and manage their studying independently and with originality at a level commensurate with postgraduate study with online and phone support from their tutors

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 85%

Coursework - online forum participation – 15%

The written assignment must be passed in order for the module to be passed overall.

Reassessment methods

100% coursework.

Preliminary Reading

Brown, L. Lei, J. and Strydom, M. (2017). Comparing international approaches to safeguarding children: Global lesson learning. *Child Abuse Review*. 26, p. 247-251.

Bryce, I. (2018). A review of cumulative harm: A comparison of international child protection practices. *Children Australia*. 43(1), p. 23-31.

Collins, T.M. (2017). A child's right to participate: Implications for international child protection. *The International Journal of Human Rights*. 21(1), p. 14-46.

Gilbert, N., Parton, N. and Skivenes, M.(2011). Changing patterns of response and emerging orientations. In: Gilbert, N, Parton, N and Skivenes, M. eds. *Child Protection Systems: International Trends and Orientations*. Oxford: Oxford University Press, p. 243-257.

Thompson, H. (2012). *Cash and child protection: How Cash Transfer Programming can Protect Children from Abuse, Neglect, Exploitation and Violence*. Save the Children.

Pre-requisites

None

Restrictions

None

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Synopsis *

This module aims to provide students with a chance to develop a critical understanding of international child protection practice. It will facilitate critical discussion and expression of informed views on various types of international child protection interventions used by agencies across the world, exploring issues of diversity, anti-oppressive practice, cultural and emotional intelligence and the politics of international policies design. The module will significantly consider service users' perspectives of the support, which is available as well as what works and what does not work. It will consider implications and interpretations of the United Nations Convention of the Rights of Child across the world and robustly evaluate this legislation in practice. This module also aims to critique and consider partnership collaboration in working across boards in the best interest of protecting the rights of children.

SO995 Dissertation Child Protection						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	
2	Medway	Spring	M	60 (30)	100% Coursework	

Availability

Advanced Child Protection (Distance Learning) MA

Contact Hours

Total contact hours: 42
Private study hours: 558
Total study hours: 600

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critically analytic understanding of qualitative and quantitative research methods as applied to child protection and critically evaluate the limitations of both approaches
- 8.2 Possess a systematic understanding and critical awareness of the political and social context of child protection research
- 8.3 Possess a systematic understanding and critical awareness of the complexity of child protection situations and therefore how complex the ethical issues of research can be in this area
- 8.4 Demonstrate and critically apply advanced skills in interrogating and extracting information from statistical data including charts, graphs and tables
- 8.5 Critically evaluate research findings and a variety of methodological approaches
- 8.6 Demonstrate and communicate a systematic understanding critical awareness of the implications and limitations of research in relation to child protection practice
- 8.7 Critically evaluate the research based practice approach in child protection

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate advanced communication skills commensurate with postgraduate study and systematically assess and critically evaluate research and empirical data.
- 9.2 Systematically gather, collate and interpret library and web based research and resources on child protection issues at a level appropriate for postgraduate study
- 9.3 Be able to synthesise and evaluate complex knowledge and theoretical perspectives from different disciplines and countries
- 9.4 Possess a comprehensive understanding of IT resources and appropriate techniques to follow up what they hear in recorded online lectures and what they read in web based material
- 9.5 Summarise and critically evaluate their reading coherently, creatively and with originality communicate the conclusions and contribute to web based discussions
- 9.6 Work with others in a systematic and creative manner during study days and in online forums to prepare and discuss topics and the dissertation
- 9.7 Organise and manage their studying independently and with originality at a level commensurate with postgraduate study with online and phone support from their tutors

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Method of Assessment

Main assessment method

Dissertation [12,000 words (references are excluded from the word count)] – 100%

Reassessment methods

100% coursework

Preliminary Reading

Alston M & Bowles W (2003) Research for Social Workers London, Routledge
Drew P et al (2006) Talk and Interaction in Social Research Methods London Sage
Hollway, W. and T. Jefferson (2000). Doing Qualitative Research Differently. London, Sage Publications.
McLaughlin, H. (2007) Understanding Social Work Research, London. Sage
Robson, C (2002) Real World Research London, Blackwell
Shaw, I et al (2010) The Sage Handbook of Social Work Research. Sage, London.
Thyer, B. (2001) The Handbook of Social Work Research Methods
Swetnam, D & R. (2000) Writing your dissertation." How to Books Ltd.
Weyers, J. & McMillan, K. (2009) How to write dissertation and project reports. Pearson Education Ltd

Pre-requisites

None

Restrictions

All stage 1 modules must be completed prior to proceeding to the dissertation.

Synopsis *

The dissertation is a major component of the MA and its content and intellectual standard should reflect this. Whilst the dissertation does not have to demonstrate the kind of originality required for theses submitted for degrees by research, it should have a wider scope, including a research element, and contain more detail and sustained argument than other coursework assignments. The overall aim of this Module is to build on the theoretical and methodological material included in the six compulsory modules. It addresses practical questions of research and writing the dissertation, and the construction of the dissertation itself. It also follows on and draws on the use of research materials (qualitative and quantitative data); using research and resources (libraries, documentation, and the internet); and drafting and writing, including the use of appropriate academic style and format. The dissertation will be library-based and not field research.

SWKX4007 Sociological Perspectives for Social Work						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

Availability

Compulsory to the following courses: BA (Hons) Social Work (Degree Apprenticeship)

Contact Hours

Private Study: 50 hours
Contact Hours: 100 hours
Total hours : 150

Department Checked

14/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand key concepts and theories in sociology and their relevance for recognising and responding to the needs of service users in contemporary social work practice.
- 8.2 Recognise and explain social processes and factors associated with poverty, racism, disabling attitudes and environments, sexism, lack of educational opportunity, and other sources of disadvantage that lead to marginalisation, oppression and social exclusion.
- 8.3 Understand how social locations such as social class, gender, 'race' and ethnicity, age disability and sexuality are defined and constructed and how they intersect with one another.
- 8.4 Appreciate the relevance of sociological perspectives and the application of research and empirical evidence from sociology to understanding the relationship between structural factors, human agency and behaviour at individual, group and community levels.
- 8.5 Describe and analyse the role of (the) social work(er) in a plural society, with particular reference to inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices.
- 8.6 Analyse the nature and validity of different definitions of, and explanations for, the characteristics and circumstances of service users and the services required by them.
- 8.7 Develop the capacity to analyse the complex relationships between social and political philosophies, public policies and priorities, the organisation and practice of social work, including the contested nature of all of these in an environment of change

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather and evaluate information from a range of sources, including knowledge derived from sociological perspectives, and assimilate this information into their seminar discussions and written work.
- 9.2 Demonstrate analytic thinking and skills in relation to problem-solving, evaluation, reflection and writing.
- 9.3 Take personal responsibility for their own learning and the continuing acquisition of knowledge and skills relating to sociological perspectives.

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 100% .

Reassessment methods

Like for Like.

Preliminary Reading

- Cuff, E.C. Sharrock W W, Francis D.W. (4th Ed) (2000) Perspectives in Sociology. Routledge.
Cree, V.E. (2010) (2nd Ed) Sociology for Social Workers & Probation Officers. Routledge.
Jones, P. (2003) Introducing Social Theory Blackwell/Polity Press.
Giddens, A. (2010) Sociology (6th Ed) Cambridge: Polity.
Hamilton, P. & Thompson K. (2002) The Uses of Sociology. Blackwell.
Heraud, B.J. (2016). Sociology and Social Work: Perspectives and Problems. Elsevier.
Llewellyn, A., Agu, L., Mercer, D. (2008) Sociology for Social Workers Polity.
Sullivan, J.J. (2007) Sociology: Concepts and Application in a Diverse World. Pearson.
Yuill, C., & Gibson, A. (2010). Sociology for Social Work: An Introduction. Sage Publications.

Pre-requisites

None

Restrictions

BA (Hons) Social Work (Degree Apprenticeship) - ONLY

Synopsis *

The module will introduce students to the three main theoretical perspectives in sociology: functionalism, symbolic interactionism & conflict theories; the role of sociological theory in social work practice; and putting theory into reflexive social work practice. Students will explore theories of power, including the distribution and production of power, how power works, and Weberian and Foucauldian theory.

The social locations of gender, ethnicity, social class, disability, sexuality and age will be examined. Students will consider formations of identity, recognising and respecting difference in relation to race and ethnicity, social divisions, social class and stratification, and 'difference as a deficit'.

The module will also explore contemporary theories of the 'family', households and domestic life; themes and perspectives relating to community, and community work and social work; the sociology of childhood in relation to social work; the sociology of health and illness, and mental health and illness; crime and deviance and the dilemmas of caring and controlling; modern organisations, power, authority and the role of social work in a changing professional and policy environment; and the sociology of 'risk' as a unit idea in sociology and its importance in understanding the focus on risk in social work practice.

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SWKX5003		Issues for Families				
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	

Availability

This module is being taught as part of the BA (Hons) Social Work (Degree Apprenticeship) and through part-time distance learning.

Contact Hours

Distance learning:
Private study hours: 50 hours
Contact hours: 100 hours
Total Hours: 150 hours

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

In relation to overall course learning outcomes, the aim of this module is to prepare students to work professionally with families in a range of settings.

The learning outcomes reflect the domains of the Professional Capabilities Framework and the Curriculum guides (originally issued by The College of Social Work (2012) and now held by BASW).

8.1 Understand the diverse, complex, and changing nature of family along with the impact of injustice, social inequalities and oppressive social relations on the lives of individuals.

8.2 Demonstrate a critical understanding of the main legal and professional responsibilities of a social worker in different settings with families and a clear awareness of safeguarding issues across the spectrum.

8.3 Understand and evaluate the impact of services on the lives of families and the importance of effective communication and partnership working to promote engagement, early intervention and maximise outcomes, drawing on a range of research and best practice.

8.4 Apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents. This includes balancing the conflicting rights of members within families.

8.5 Develop relevant expertise and theoretical knowledge in a number of key areas, such as the impact of substance misuse, domestic violence and disability on families.

8.6 Recognise the importance of conceptualising family issues as cutting across both service and professional boundaries. To understand the factors and processes that facilitate effective inter disciplinary collaboration and partnership.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Develop communication skills, including being able to communicate to specialist and non-specialist audiences and employ the use of information technology.

9.2 Demonstrate problem solving skills, including the use of analytical techniques to come up with solutions.

9.3 Demonstrate skills in gathering, analysing and synthesising information, including critical analysis.

Method of Assessment

Main assessment methods

Students will be assessed by coursework comprising one summative assignment:

Reflective analysis (3000 words) – 100%.

Reassessment methods

Like for like.

Preliminary Reading

Barlow, J. (Ed) (2010) Substance misuse: The Implications of Research, Policy and Practice, London: Jessica Kingsley.

Chambers, D. (2012). A Sociology of Family Life: Change and Diversity in Intimate Relations, Bristol: Polity Press.

Featherstone, B. (2004). Family Life and Family Support: A feminist analysis, Houndmills: Palgrave Macmillan.

Reder, P., McClure, M. & Jolly (2000). Family Matters: Interfaces between Child and Adult Mental Health, London: Routledge.

Pre-requisites

All other stage 2 modules on the BA (Hons) Social Work (Degree Apprenticeship) course are co-requisites; all stage 1 modules on the BA (Hons) Social Work (Degree Apprenticeship) course are pre-requisites.

Synopsis *

This module provides an exploration of contemporary family life with a focus on diversity and emerging sociological trends in relation to family. The legal and policy framework of both adults and children's services across the spectrum is examined. The key issue of multi and interagency working at both a policy and practice level is addressed. In particular, cross service divisions and tensions, particularly in the interface between adult and child services are explored in depth. A core knowledge of some key issues and their effect on families – namely: disability, mental health, caring, alcohol & substance misuse, illness, learning disability, loss are discussed. The issues in engaging with a variety of family members and partnership working in complex situations along with the multiple perspectives of service users are examined. Throughout the module, key messages from research around best practice in assessment and intervention will be utilised.

2022-23 Medway Module Handbook

SWKX5005		Social Work with Adults				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Coursework, 30% Exam	

Availability

This module is being taught as part of the BA (Hons) Social Work (Degree Apprenticeship) through part-time distance learning.

Contact Hours

Distance Learning:
Contact hours: 100 hours
Private Study Time: 50 hours
Total hours: 150 hours

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of the impact of poverty, injustice, discrimination, social inequalities and oppressive social relations on the lives of adult service users.
- 8.2 Critically understand different models of disability including individual/medical and social models; awareness of ageism and how 'old age' is socially constructed (including comparison with similar material in the Mental Health Module).
- 8.3 Critically understand concepts of personalisation and person-centred practice and how these relate to processes of self-directed support and individual budgets as ways of delivering services.
- 8.4 Define 'learning disability', 'physical disability' and forms of chronic illness with awareness of key diagnostic and descriptive categories/labels, their potentially problematic nature and their action in mobilising particular service responses.
- 8.5 Demonstrate awareness of personal attitudes to disability and recognition that these act as barriers as do environmental obstacles.
- 8.6 Demonstrate knowledge of the practical and emotional support needs of carers and the complexity of the social work role in relation to them, including understanding of the contested nature of the concepts of 'care' and 'caring'.
- 8.7 Demonstrate knowledge of the key procedures involved in safeguarding/adult protection and the role of the social worker in this context including awareness of the importance of balancing rights with risk in decision-making in working with 'vulnerable adults'.
- 8.8 Describe the main risk indicators, types and patterns of incidence of abuse affecting adult service users and develop appropriate strategies for safeguarding those who may be vulnerable.
- 8.9 Demonstrate knowledge of the main legal and professional responsibilities of a qualified social worker, including the key legislative systems and guidance they are expected to use, and awareness of the changing role of social work in adult services.
- 8.10 Understand the purpose and contexts for the involvement of people who use services and carers in developing social work services, social work theory and social work training.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Organise information clearly and coherently in written form.
- 9.2 Think critically and consider alternative perspectives in analysing and solving problems.
- 9.3 Manage their own learning and deploy time management skills.

Method of Assessment

Main assessment methods
Coursework - Essay (2000 words) - 70%*
Coursework - Online Law Test - 30%*

* Both assessments are pass compulsory.

Reassessment methods

Like for like

2022-23 Medway Module Handbook

Preliminary Reading

- Banks, S. (2014) Ethics, Critical and Radical Debates in Social Work, Policy Press: Bristol.
- Bhatti-Sinclair, K. (2011) Diversity, Difference and Dilemmas Analysing Concepts and Developing Skills, OUP/McGraw Hill: London.
- Burton, J., Toscano, T., and Zonouzi, M. (2012) Personalisation for social workers: Opportunities and challenges for frontline practice. McGraw-Hill: Berkshire.
- Carr, H and Goosey, D. (2017) Law for Social Workers, OUP: Oxford.
- Cocker, C. & Hafford-Letchfield, T. (Eds) (2014) Rethinking Anti-Discriminatory and Anti-Oppressive Theories for Social Work Practice, Palgrave Macmillan: Basingstoke.
- Davies, M. (2012) Social Work with Adults: Policy, Law, Theory, Research and Practice. Palgrave Macmillan: Basingstoke.
- Fook, J. (2016) Social work: A critical approach to practice (3rd edn), Sage: London.
- Graham, M. and Cowley, J. (2015) A Practical Guide to the Mental Capacity Act 2005: Putting the Principles of the Act into Practice. Jessica Kingsley: London.
- Kemshall, H and Wilkinson, B. (2011) Good Practice in Assessing Risk: Current knowledge, issues and approaches. Jessica Kingsley: London.
- Koubel, G. (2013) Social Work with Adults Open University Press: Maidenhead.
- Mantell, A and Scragg, T. (2011) Safeguarding Adults in Social Work, Sage: London.
- McLaughlin, K. (2008) Social Work, Politics and Society: from Radicalism to Orthodoxy, Policy Press: Bristol.
- Oliver, M., Sapey, B and Thomas, P. (2012) Social Work with Disabled People, Palgrave Macmillan: Basingstoke.
- Ray, M. and Phillips, J. (2012) Social Work with Older People, Palgrave Macmillan: Basingstoke.
- Shakespeare, T. (2014) Disability Rights and Wrongs Revisited, Routledge: Abingdon.
- Trevithick, P. (2012) Social Work Skills and Knowledge, 3rd edition, Open University Press: Maidenhead.
- Wilson, K., Ruch, G., Lymberly, M. and Cooper, A. (2011) Social Work: An Introduction to Contemporary Practice (2nd edn), Pearson: Essex.

Pre-requisites

All other stage 2 modules on the BA (Hons) Social Work (Degree Apprenticeship) programme are co-requisites; all stage 1 modules on the BA (Hons) Social Work (Degree Apprenticeship) programme are pre-requisites.

Restrictions

Available as a compulsory module ONLY for students enrolled on the Social Work (Degree Apprenticeship) BA (Hons)

Synopsis *

The overall aim of the module is to equip students with the knowledge and understanding required for them to function effectively as social workers in the context of adult social care settings. This might include working with older people, people with a physical or learning disability, or people from all of these groups. The module will enable them to appreciate the impact of injustice, social inequalities and oppressive social relations on the lives of adult service users. It should enable them to critically analyse and evaluate key concepts such as 'care' and 'risk' in adult services and demonstrate the knowledge necessary for them to design and implement effective social work interventions with service users.

The module equips students with knowledge of the main types, indicators and patterns of incidence of abuse affecting adult service users, including discriminatory abuse. This includes guidance on how they can plan appropriate strategies for protecting vulnerable adults whilst remaining aware of the potential for defensive practice in adopting a 'risk-minimising' approach. Through group work and seminar discussions, student will demonstrate their capacity for effective and appropriate communication with others.

In this module, a critical understanding of different models of disability including individual/medical and social models and an awareness of ageism and how 'old age' is socially constructed will be discussed. The concepts of personalisation and person-centred practice and how these relate to processes of self-directed support and individual budgets as ways of delivering services will be outlined. Terms such as 'learning disability', 'physical disability' and forms of chronic illness with awareness of key diagnostic and descriptive categories/labels, their potentially problematic nature and their action in mobilising particular service responses will be examined.

The practical and emotional support needs of carers and the complexity of the social work role in relation to them, including understanding of the contested nature of the concepts of 'care' and 'caring' will be explored. The key procedures involved in safeguarding/adult protection and the role of the social worker in this context including awareness of the importance of balancing rights with risk in decision-making in working with 'vulnerable adults' will be covered as a core area in this field. Knowledge of the main legal and professional responsibilities of a qualified social worker, including the key legislative systems and guidance they are expected to use, and awareness of the changing role of social work in adult services.

SWKX5006 Social Work with Children and Families						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	70% Coursework, 30% Exam	
1	Medway	Spring	I	15 (7.5)	70% Coursework, 30% Exam	

Availability

Compulsory: BA (Hons) Social Work (Degree Apprenticeship).

Contact Hours

Distance learning:
Total Learning Time: 100 hours
Private Study Time: 50 hours
Total Hours: 150 hours

Department Checked

14/03/2022

2022-23 Medway Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the impact of injustice, socio economic factors, social inequalities and oppressive social relations on the lives of children and families.
- 8.2 Demonstrate a critical understanding of the range of roles and service settings in which children and families social workers are employed and how support is delivered across the continuum of social need, with a focus on outcomes, best practice and early intervention.
- 8.3 Demonstrate an understanding of, and ability to apply, the main legal and professional responsibilities of a social worker with children and families and the key systems and guidance in use.
- 8.4 Demonstrate a conceptual understanding of child protection and safeguarding issues that enables learners to critically evaluate research and practice.
- 8.5 Demonstrate a thorough understanding of effective communication, engagement and intervention with children/young people including partnership working with parents and carers.
- 8.6 Critically apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents.
- 8.7 Apply expertise and theoretical knowledge (including child development and attachment theories) maintaining a clear focus on a child centred approach.
- 8.8 Understand the established techniques of reflection and evaluation, including familiarity with a range of approaches for evaluating social work outcomes, and their significance for the development of practice and personal learning.
- 8.9 Critically understand the relationship between agency policies, legal requirements and professional responsibilities, the issues associated with working across professional boundaries and the factors and processes that facilitate effective inter-disciplinary collaboration and partnership.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate the development of academic skills through library investigation, web-based resources (e-journals and other on-line resources) appropriate to level 5 study.
- 9.2 Demonstrate the ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct a coherent argument in writing.

Method of Assessment

Main Assessment methods

Coursework - Essay (2,000 words) - 70% *

Coursework - Online Law Test - 30% *

* Both assignments are pass compulsory

Reassessment methods

Like for like.

Preliminary Reading

- Corby, B., Shemmings, D. & Wilkins, D. (2012) Child Abuse: An Evidence Base for Confident Practice. 4th edn. Maidenhead: Open University Press.
- Daniel, B., Wassel, S. and Gilligan, R. (2010) Child Development for Child Care and Protection Workers. London: Jessica Kingsley.
- Featherstone, B., White, S. & Morris, K. (2014) Re-Imagining Child Protection: Towards Humane Social Work with Families. Bristol: Policy Press.
- Ferguson, H. (2011) Child Protection Practice. Basingstoke: Palgrave Macmillan.
- Gardner, R. (ed) (2016) Tackling Child Neglect. London: Jessica Kingsley.
- Horwath, J. and Platt, D. (ed) (2019) The Child's World: The Essential Guide to Assessing Vulnerable Children, Young People and their Families. (3rd Edn). London: Jessica Kingsley.
- Lefevre, M (2010) Communicating with Children and Young People. Bristol: The Policy Press.

Pre-requisites

All other stage 2 modules on the BA (Hons) Social Work (Degree Apprenticeship) programme are co-requisites; all stage 1 modules on the BA (Hons) Social Work (Degree Apprenticeship) programme are pre-requisites.

Restrictions

Available as a compulsory module ONLY for students enrolled on the Social Work (Degree Apprenticeship) BA (Hons)

Synopsis *

This module will outline the principles underpinning the assessment of children in need (including children with disabilities) and their families. The legal and policy framework within which social work in children's services operates will be addressed, including its core principles such as working in partnership with parents. The relationship between child protection and family support; outcomes, best practice and early intervention will be examined. Working with Children in Care is another core area of practice that will be outlined, including fostering and adoption issues and aftercare. Key messages from research and theory in relation to interventions and outcomes, along with key messages from Inquiry reports, serious case reviews and government commissioned reports will form part of the curriculum. Here, multi-disciplinary and multi-agency working will feature as a core theme. The identification of child abuse and assessment of significant harm, including the assessment of risk, thresholds, child protection investigations, changing practice and policy trends and the different ways in which children might be subject to neglect and abuse will be examined. Here, procedural intervention in child protection and safeguarding work and developing critical analysis and professional judgement will be discussed in depth.

SWKX6002		Critical and Reflective Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	

Availability

Compulsory to the following courses: BA (Hons) Social Work (Degree Apprenticeship).

2022-23 Medway Module Handbook

Contact Hours

Distance learning:
Contact hours: 100 hours
Private Study hours: 50 hours
Total Hours: 150 hours

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically analyse the differential impact of the changing economic, social, political, inter-professional and organisational context on social work practice and the experience of those who use services.
- 8.2 Evaluate the contested nature of social work practice in a diverse society, the use of power and authority in social work, and how this has been understood in a tradition of radical social work practice.
- 8.3 Critically analyse dilemmas and conflicts that can arise when balancing competing needs, risks, rights and responsibilities of individuals, carers and other agencies.
- 8.4 Critically evaluate research-based evidence to inform social work professional judgement in complex and uncertain situations.
- 8.5 Identify common sources of 'error' in decision-making in professional practice including the rule of optimism, attribution error and the uses/misuses of intuition.
- 8.6 Recognise and reflect upon the potential impact of personal feelings and emotions on thinking, decision-making, and professional behaviour in social work and appreciate the debates about their proper role.
- 8.7 Understand the challenges of emotionally demanding work in complex and uncertain situations and reflect upon the actions and supports needed to promote their own emotional resilience, including the use of professional supervision.
- 8.8 Critically reflect on their own practice and professional development and identify areas for future development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Synthesise knowledge, understanding and skills gained through this and other modules and through practice experience.
- 9.2 Construct a logical and coherent argument in writing, including use of critical thinking to analyse information.
- 9.3 Demonstrate skills in reflection on practice situations.

Method of Assessment

Main assessment methods
Coursework – essay (4000 words) -100%.

Reassessment methods

Like for like.

Preliminary Reading

Alinsky, S.D (1989). *Rules for Radicals*. London: Vintage.
Birnbaum, L. (2008). 'The use of Mindfulness Training to Create an 'Accompanying' Place for Social Work Students'. *Social Work Education*. 27(8): 837-852.
Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. NY: Routledge.
Fook, J. (2016) *Social Work: A Critical Approach to Practice*, 3rd Edn, Los Angeles: Sage.
Gray, M. & Webb, S. (eds) (2013) *The New Politics of Critical Social Work*, Basingstoke: Palgrave Macmillan.
Healey, K. (2009). *Social Work Practices: Contemporary Perspectives on Change*. London: Sage.
McGarrigle, T., & Walsh, C. (2011). 'Mindfulness, social care, and wellness in social work: Effects of contemplative training'. *Social Work Education*. 30(3): 212-233.
O'Sullivan, T. (2011) *Decision Making in Social Work*. 2nd Edn, Basingstoke: Palgrave Macmillan.
Okitikpi, T., & Aymer, C. (2009). *Key Concepts in Anti-Discriminatory Practice*. London: Sage.

Pre-requisites

All other stage 3 modules on the BA (Hons) Social Work (Degree Apprenticeship) course are co-requisites; all stage 1 and 2 modules on the BA (Hons) Social Work (Degree Apprenticeship) course are pre-requisites.

Restrictions

Available as a compulsory module for students on the Social Work (degree Apprenticeship) BA (Hons) ONLY

2022-23 Medway Module Handbook

Synopsis *

This module introduces students to the nature of critical, reflective and ethical social work practice at an advanced level. They will consider the impact of the organisational, political, demographic and ideological context on contemporary social work practice. The module will focus specifically on critical perspectives to social work in a diverse society. The module will provide students with in-depth understanding of the significance of power, language, knowledge, social justice, and relationship based practice.

Key concepts from critical theory will be examined including the potential for social workers to act as change agents and challenge oppressive practice in institutional contexts. This will enable students to go beyond competency based approaches and consider creative and transformatory practice models. Dominant discourse(s) around gender, race, class, disability and sexuality will be problematized and challenged and diversity approaches will be critically engaged with through recursive links between theory and practice.

Students will consider the complex dilemmas and challenges involved in balancing competing needs, rights, risks and accountabilities. Assumptions around professionalism and managing risk, decision making and developing professional judgement will be critically examined, enabling students to evaluate links between structural, contextual and individual factors. Value-based social work, alignment with marginalized groups and respect for service users will underpin this activity.

Dealing with complex, unpredictable and emotionally demanding situations in social work practice can have an impact on student's well-being. This module will equip students to develop self-awareness, emotional intelligence and become mindful and resilient practitioners through the effective use of supervision and other support systems. The module will also explore with students the importance of developing skills in leadership, contributing to the development of others, and appropriate professional authority and assertiveness. Students will identify and reflect on strengths, learning needs and strategies for continuing personal and professional development in the remainder of the programme and during their Assessed Supported Year in Employment.

39 School of Psychology

SP312 Introduction to Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

Availability

Compulsory to: BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

02.03.2021

Learning Outcomes

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

- 8.1. Describe the development of psychology as a discipline
- 8.2. Compare and contrast psychology with the natural and other social sciences
- 8.3. Compare and contrast different theoretical approaches in psychology
- 8.4. Understand how psychological research and theory have been applied to specific aspects of human experience and behaviour
- 8.5. Understand key controversial issues in psychological research and theory

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

- 9.1. Locate journal articles using e-journals and other on-line sources; recognise reliable and unreliable sources of information online
- 9.2. Understand the basics of conducting empirical research including the design of studies, data collection and descriptive statistics
- 9.3. Communicate with others through seminar-based group discussions and problem-based group work
- 9.4. Organise material and communicate clearly in written essays and reports

Method of Assessment

Essay 2,000 words 37.5%

Report 1,500 words 37.5%

Research Participation 25%

Reassessment methods: Like for Like.

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

- Banyard, P. & Grayson, A. (2008) *Introducing Psychological Research: Seventy Studies that Shape Psychology* (3rd Ed.) Basingstoke : Palgrave.
- Domjan, M. (2005). *The Essentials of Conditioning and Learning*. (3rd Edition). Southbank, Vic., Australia; Belmont, CA : Thomson/Wadsworth.
- Gazzaniga, M. & Heatherton, T. (2010). *Psychological Science*. (3rd edition). London ;New York : W. W. Norton.
- Gleitman, H., Fridlund, A. & Reisberg, D. (2011). *Psychology*. (8th Edition). New York : Norton & Co.
- Hogg, M.A.& Vaughan, G.M. (2011). *Social Psychology*. (6th Edition). Harlow: Prentice Hall.
- Kolb, B. & Wishaw, I.Q. (2008). *Fundamentals of Human Neuropsychology*. (6th Edition). SAGE.

Pre-requisites

None

Synopsis

The lectures will give a brief history and overview of the discipline, followed by an examination of different approaches to explaining human behaviour. Different areas of psychology (such as social and cognitive) will be explained and examples of topics in these areas examined as illustrations. The focus will be on the nature of psychology as a discipline, the types of methods and approaches used in psychology, and how it compares and contrasts with other disciplines in the social sciences.

Perspectives examined in the course will include:

- biopsychology (the nervous system, including structure, functions and effects of damage)
- evolutionary principles and their relevance to behaviour
- behaviourism (principles of learning through conditioning)
- cognitive psychology (e.g. memory, decision-making)
- social psychology (e.g. group membership)
- clinical issues (anxiety disorders)

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SP621 Applying Social Psychology to Work						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Social Sciences BSc

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

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

- 8.1 Apply theories and research findings in social psychology to issues and problems in everyday life.
- 8.2 Understand the interplay between social and other factors in explaining behaviour in applied settings
- 8.3 Describe and explain the main theories of environment–behaviour relationships and their implications for productivity at work
- 8.4 Understand and apply the findings of research into the main causes of environmental stress and their implications for productivity at work
- 8.5 Identify the major issues relating to employee recruitment, job satisfaction, motivation and stress at work
- 8.6 Understand the processes of leadership, conflict, decision-making and group processes within organisational settings

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

- 9.1 Show progress in ability to locate specialised primary-source journal articles in relevant subject areas using electronic journals and the internet
- 9.2 Demonstrate an ability to apply theories and research findings to specific social issues and problems
- 9.3 Organise and communicate information in a clear and coherent manner through written work and seminar-based group discussions or presentations

Method of Assessment

Examination 2 hours 50%

Essay 2,500 words 32.5%

Seminar Participation 17.5%

Reassessment methods: This module will be reassessed by 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Buunk, Abraham P. & Van Vugt, Mark (2013). *Applying Social Psychology: From problems to solutions* (2nd Ed.), Cardiff: SAGE Publications.

Steg, Linda, van den Berg, Agnes E. & de Groot, Judith I. M. (2012). *Environmental Psychology: An introduction*, Chichester: Wiley-Blackwell.

Woods, Stephen A. & West, Michael A. (2010). *The Psychology of Work and Organizations*, Andover; Cengage Learning EMEA.

Pre-requisites

None

Synopsis *

Social psychology is the scientific study of how people's cognitions, emotions and behaviours are influenced by the actual, imagined, or implied presence of others. This module will apply social psychological research and theory to problems and processes that people experience in their daily working lives. An Environmental Psychology component will consider the interaction between workplace behaviour and features of the physical, social and organisational environment. An Occupational Psychology component will then focus on specific issues faced by employees in the workplace (e.g. employee selection and training; motivation, job performance, and job satisfaction; balancing home and work life; and workplace stress), applying material on individual, social and group processes to inform an understanding of these issues. Finally, a component on Consumer Behaviour will consider the psychological processes and behaviours of those who use services, and will examine how service providers and advertisers use their knowledge of consumer processes to maximise employee and organisational productivity.

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SP622		Psychopathology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc (Hons) Social Sciences
BA (Hons) Health and Social Care

Contact Hours

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

Department Checked

03.03.2021

Learning Outcomes

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

- 8.1 Understand the problems in defining and measuring 'abnormality' and explain different models of abnormality
- 8.2 Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness and developmental disorders
- 8.3 Critically evaluate approaches to the treatment of psychological health problems
- 8.4 Understand the ethical and social issues surrounding a diagnosis of abnormality

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

- 9.1 Show proficiency in using online journals, library and web resources to locate specialised material
- 9.2 Demonstrate an advancement in communication skills reflected in essay writing and seminar discussion
- 9.3 Apply material on broad theoretical perspectives to controversial social problems and issues
- 9.4 Demonstrate an advancement in knowledge of research methods and ability to evaluate research involving

Method of Assessment

Examination 2 hours 50%
Essay 2,000 words 32.5%
Presentation 17.5%.

Reassessment methods: This module will be reassessed by 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Kring, A., Johnson, S., Davison, G. & Neale, J. (2013). *Abnormal Psychology* (12th ed.). Hoboken, N.J. : Wiley.

Pre-requisites

None

Synopsis *

This module will concern issues relating to mental health and psychopathology. Controversies in defining 'abnormality' will be examined from different perspectives. Methods of diagnosis and different approaches to explaining psychological disorders will be discussed along with approaches to treatment. We will also consider ethical and social issues relating to a diagnosis of psychological abnormality. Topics will include:

- Controversial issues in defining normality and abnormality.
- Critical evaluation of current diagnostic and classification systems.
- Comparison of different approaches to explaining abnormality.
- Developmental, anxiety, mood, personality and psychotic disorders.
- Controversies in evaluating different approaches to therapy and effectiveness

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SP625		Human Cognition				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Availability

Optional to the following courses:

- Social Sciences BSc

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

Subject specific learning outcomes:

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of key aspects of cognitive psychology, including acquisition of coherent knowledge informed by current research in core topic areas
2. Demonstrate knowledge and understanding of the range of research methods used in cognitive psychology, and the ability to evaluate their strengths and limitations
3. Evaluate through written analysis and interpretation theories and findings in cognitive psychology and their roles in understanding the nature of human cognition
4. Develop an appreciation of historical, conceptual, and philosophical issues in the study of human cognition

Generic learning outcomes:

On successfully completing the module students will be able to:

1. Demonstrate literacy, analytical and writing skills to present, interpret and discuss concepts, theories and findings in the relevant primary source literature
2. Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology
3. Demonstrate the ability to communicate effectively psychological concepts, theories and findings to both specialist and non-specialist audiences
4. Critically evaluate the quality of theories and findings in published psychological research, and understand their theoretical and practical implications

Method of Assessment

Main assessment methods:

Essay (2,500 words) 75%

Magazine article (1,500 words) 25%

Reassessment methods

100% coursework (2,500 words)

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages

(<https://kent.rl.talis.com/index.html>).

• Goldstein, E. B. (2015). Cognitive Psychology (ISE): Connecting Mind, Research and Everyday Experience. Belmont, Calif, London: Thomson Wadsworth.

• Bruce GE (2011) Cognitive Psychology. Wadsworth Cengage Learning, Australia. 3rd Edn.

Pre-requisites

None

Synopsis *

Human cognition is a key theme in psychology and knowledge of this area aids in interpreting and understanding behaviour in a range of contexts.

This module will examine the cognitive processes involved in attention, memory, reasoning, problem-solving, and decision making and consider the ways in which research on these processes contributes to our understanding of human behaviour. We will consider topics such as memory, false memories, effective learning and problem-solving, and errors and biases in everyday thinking. It provides a good basis for modules in social cognition, applied cognitive psychology, and other areas of psychology.

2022-23 Medway Module Handbook

SP626		Psychology of Group Behaviour				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Availability

BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate a systematic understanding of how group membership affects self-perception, the perception of others, and the ways individuals behave, including acquisition of coherent knowledge of current research in group behaviour
2. Demonstrate knowledge and understanding of how core concepts, theories and findings in the social psychology of group behaviour can be applied to contemporary problems and issues
3. Evaluate through written analysis and interpretation the applications of theories and findings in the social psychology of groups
4. Develop an appreciation of historical and conceptual issues in the study of the social psychology of group behaviour.

Generic learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate literacy, analytical and writing skills to present, interpret and discuss concepts, theories and findings in the relevant literature
2. Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology
3. Demonstrate the ability to communicate well-founded opinions, interpret evidence, argue rationally, and engage in critical thinking about theoretical and empirical issues in psychology
4. Critically evaluate the quality of theories and findings in published psychological research, and their potential applications to social problems and issues

Method of Assessment

Essay (2500 words) 75%

Article review (1500 words) 25%

Reassessment methods: 100% coursework

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Baron, R.J. & Kerr, N.L. (2003). *Group Processes, Group Decision, Group Action*. (2nd edn). Buckingham: Open University Press.
- Brown, R.J. (2000). *Group Processes*. (2nd edn). Oxford: Blackwell.

Pre-requisites

None

Synopsis *

Humans are social creatures - even after becoming capable of independent living, very few of us seek to live in isolation. Indeed, as a species human survival has always depended on living and working as part of a group, therefore no study of behaviour would be complete without considering these interactions.

The module will consist of three components focusing on different areas of the psychology of group behaviour:

1. Social Influence processes: The ways in which the presence of other people can affect the way we perceive ourselves and others, and the way in which we behave (e.g. through social facilitation and loafing; conformity; obedience; and minority influence).
2. Intragroup Processes: Processes that can take place within social groups (e.g. self-categorisation; group decision-making; and the development of leaders)
3. Intergroup Processes: Issues that might develop between social groups (e.g. intergroup relations; stereotype development; and prejudicial attitudes).

2022-23 Medway Module Handbook

SP627		Forensic Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc (Hons) Social Sciences

BA (Hons) Criminal Justice and Criminology

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Apply theories and research findings from mainstream areas of psychology to issues and problems in criminal justice

8.2 Understand specific areas and topics within the discipline of forensic psychology and how they relate to each other

8.3 Take a critical approach in assessing the validity of psychological theories, research and applications.

8.4 Demonstrate an understanding of the potential and limitations of psychology's contributions to criminal justice.

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

9.1 Show progress in locating specialised primary-source journal articles in relevant subject areas using electronic journals and the internet

9.2 Demonstrate an ability to apply theories and research findings to specific social issues and problems

9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations

Method of Assessment

Essay 2,000 words 32.5%

Seminar Presentation 17.5%

Examination 2 hours 50%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bartol, C. and Bartol, A. (2015). Introduction to Forensic Psychology (4th Ed.). London: Sage.

Howitt, D. (2015). Introduction to forensic and criminal psychology (5th Ed.). Harlow: Pearson.

Pre-requisites

None

Synopsis *

This module concerns the application of psychological theory and research to issues in criminal justice. We will consider psychological research and application in areas such as offender profiling and investigative psychology, detecting deception, confessions and false confessions, jury decision making, and eyewitness testimony. Recent psychological findings will be emphasised. Students will be encouraged to take a critical approach to assessing the validity of theories and applications. Students should gain an understanding of the potential and limitations of psychology's contributions to criminal justice.

2022-23 Medway Module Handbook

SP628 Psychology of Emotion and Motivation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

13/03/2017

30.1.18 topics removed from synopsis to CMA ff

Learning Outcomes

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

- 8.1 Understand different approaches to the study of emotion and the relationships between emotion and motivation.
- 8.2 Identify the basic primary emotions and describe universal and variable aspects of emotional expression.
- 8.3 Describe and understand the key features of alternative theoretical accounts of motivation.
- 8.4 Apply theoretical accounts of motivation to explanations for specific human behaviours.
- 8.5 Understand key research on relationships between emotion and cognition and be able to explain the implications of the findings.

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

- 9.1 Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet
- 9.2 Demonstrate an understanding of how different theoretical accounts of behaviour are tested through data collection
- 9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations

Method of Assessment

Essay 2,500 words 60%

Research Article Review 1,000 words 25%

Seminar Participation 15%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Deckers, L. (2016). *Motivation: Biological, Psychological, and Environmental* (4th Edition). New York: Routledge

Niedenthal, P., & Ric, F. (2017). *Psychology of Emotion* (2nd Edition). New York: Routledge

Pre-requisites

None

Synopsis *

Emotion and motivation are core concepts in psychology. Both terms relate to the psychological forces underlying human experience and action. This module will consider the nature of positive and negative human emotions, their biological basis, and cultural variation in emotional experience and expression. We will also examine the roles of emotions, drives, and instincts in explaining human motivation, including the relationship between arousal and performance, and the distinction between intrinsic and extrinsic motivation.

2022-23 Medway Module Handbook

SP629 Development Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Optional to the following courses:

- BSc (Social Sciences).
- Also available as an Wild Module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate a systematic understanding of key concepts, theories and findings in developmental psychology, including detailed knowledge informed by current research in core topic areas
2. Demonstrate a critical understanding of a range of traditional and current methods of analysis and enquiry in developmental psychology
3. Evaluate, through written analysis and interpretation, theoretical and empirical literature in developmental psychology
4. Develop an appreciation of historical and conceptual issues and key debates in the study of human development from birth to adolescence.

Generic learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology
2. Demonstrate literacy and analytical and writing skills to present, interpret and discuss concepts, theories and findings from scholarly reviews and primary sources
3. Demonstrate the ability to communicate well-founded opinions, interpret evidence, argue rationally, and engage in critical thinking about theoretical, empirical, and philosophical issues in psychology
4. Critically evaluate the quality of theories and findings in published psychological research,

Method of Assessment

Essay (2,500 words) 50%

Examination 50%

Reassessment methods: 100% coursework (2,500 words)

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Cohen, D. (2005). The development of play. London: Routledge.
- Durkin, K. (1995) Developmental Social Psychology. Oxford: Blackwell.
- Frydenberg, E. (2008). Adolescent Coping: advances in theory, research and applications. London: Routledge.
- Shaffer, D. (2013). Developmental Psychology: Childhood and Adolescence. Belmont, C.A.: Wadsworth Publishing
- Smith, P., Cowie, H. and Blades, M. (2003). Understanding Children's Development. Oxford: Blackwell
- Steinberg, L., Vandell, D., & Bornstein, M. (2011). Development: Infancy through adolescence. Belmont, C.A.: Wadsworth Publishing.

Pre-requisites

None

Synopsis *

This module examines developmental changes in social and cognitive processes from birth to adolescence. We examine the interaction of biological and social factors throughout development. Topics covered include attachment, perceptual and cognitive abilities in infancy, acquisition of language, theories of cognitive development, social and moral development, development of self-concept and theories of adolescence.

2022-23 Medway Module Handbook

SP630		Applied Cognitive Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Critically evaluate concepts, theories and findings in research in human cognition and neuropsychology
2. Demonstrate knowledge and understanding of how core concepts, theories and findings in human cognition and neuropsychology have been applied in broader contexts
3. Evaluate through written analysis and interpretation the applications of theories and findings in cognition and neuropsychology
4. Develop an appreciation of historical and conceptual issues in the study of human cognition and neuropsychology

Generic learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate literacy, analytical and writing skills to present, interpret and discuss concepts, theories and findings in the relevant literature and to evaluate their applications
2. Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology
3. Demonstrate the ability to communicate well-founded opinions, interpret evidence, argue rationally, and engage in critical thinking about theoretical and empirical issues in psychology
4. Critically evaluate the quality of theories and findings in published psychological research, and their potential applications to individual and social problems and issues

Method of Assessment

Essay (2500 words) 50%

Examination (2 hours) 50%

Reassessment methods: 100% coursework (2500 words)

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages

(<https://kent.rl.talis.com/index.html>).

- Bell, V., H., P., W. & Ellis, H. D. (2006) Explaining delusions: A cognitive perspective. Trends in Cognitive Sciences, 10, (5), 219-226.
- Power, M., & Dalgleish, T. (2007). Cognition and Emotion: From Order to Disorder. Second edition. Psychology Press
- Vyse, S. A. (2000). Believing in magic: The psychology of superstition. Oxford University Press.

Pre-requisites

None

Synopsis <span style =

This module will examine applications of cognitive research in three main areas. The first area concerns relationships between brain processes and cognition. We will examine these using examples of neuropsychological conditions such as agnosia, phantom limbs, and synaesthesia. The second concerns cognitive theories of reasoning and belief and how these can be applied to superstition, 'magical thinking', biased thinking and delusional thinking. The final section will examine relationships between cognition and emotion; in particular, attention and memory biases in mood disorders (anxiety and depression) and the roles of mental imagery in emotional disorders. Practical applications and relevance to a general understanding of behaviour will be emphasised

2022-23 Medway Module Handbook

SP631		Psychology of Social Cognition				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

Optional to the following courses:

- Social Sciences BSc

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate a systematic understanding of contemporary concepts, theories and findings in key areas of social cognition.
2. Demonstrate knowledge and understanding of the range of methods of analysis and inquiry used in social cognition
3. *Demonstrate an awareness of how concepts, theories and findings in social cognition may be applied with benefits for individuals, groups, and society.
4. *Critically evaluate concepts, theories and research findings in social cognition.

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Generic learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate literacy, analytical and writing skills to analyse, interpret and discuss concepts, theories and findings from primary source literature
2. Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology
3. Demonstrate the ability to effectively communicate concepts, theories and findings to both specialist and non-specialist audiences
4. Critically evaluate the quality of theories and findings in published psychological research, and their potential applications to individual and social problems and issues

Method of Assessment

Main Assessment Methods:

Essay* (3000 words) 75%

Magazine article (1000 words) 25%

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods:

100% coursework (2,500 words)

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Cooper, Joel (2007) Cognitive dissonance : fifty years of a classic theory. Los Angeles, Calif; London: SAGE.
- Fiske, Susan, & Taylor, Shelley. (2008) Social cognition: From brains to culture. McGraw-Hill.
- Moskowitz, Gordon (2004) Social Cognition : Understanding self and others. The Guilford Press.

Pre-requisites

None

Synopsis *

Social cognition examines relationships between cognitive and social processes, particularly the way we form beliefs about ourselves, other individuals, and social groups. Topics include the cognitive processes in stereotyping and prejudice, whether our social behaviour is influenced by unconscious processes, and cognitive dissonance (the unpleasant feeling that we get when we hold beliefs that are inconsistent with each other or with our behaviour). A general theme to this module is biases and distortions in perceptions of ourselves, others and the media. Recent research findings and methodology are emphasised along with their practical implications for understanding human social behaviour.

2022-23 Medway Module Handbook

SP632		Psychology of Social Behaviour				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate an understanding of the ways in which behaviour is influenced by social context and social forces.

8.2 Describe and explain the processes involved in self-concept, social attribution, and attitude formation.

8.3 Evaluate theories relating to the formation and dissolution of relationships.

8.4 Describe and explain theories and research findings on pro-social & anti-social behaviour.

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

9.1 Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet.

9.2 Demonstrate an understanding of different approaches to research and the application of research findings to social phenomena.

9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussion or presentations.

Method of Assessment

Essay 2,500 words 60%

Seminar Participation 15%

Research Article Review 1,000 words 25%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Baumeister, R. F. & Bushman, B. J. (2013) *Social Psychology and Human Nature* (3rd Ed.), Belmont, CA: Wadsworth.

Hewstone, M., Stroebe, W. & Jonas, K. (2012). *Introduction to Social Psychology: A European perspective* (5th ed.), Oxford: Blackwell.

Hogg, M. & Vaughan, G. (2011) *Social Psychology* (6th ed.) Harlow, England: Prentice Hall

Pre-requisites

None

Synopsis *

Social psychology is the attempt to "understand and explain how the thoughts, feelings, and behaviours of individuals are influenced by the actual, imagined, or implied presence of other human beings" (Allport, 1954). This module then deals with the aspects of human behaviour which are particularly affected by the presence of other people, and the influences, deliberate or otherwise, which they bring to bear.

SP646		Psychology Research Methods and Data Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
2	Medway	Autumn	I	15 (7.5)	100% Coursework	

Availability

Compulsory to Social Sciences BSc (Hons)

Optional to Criminal Justice and Criminology BA (Hons)

Contact Hours

Total Contact Hours 22

Private Study Hours 128

Total Study Hours 150

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Demonstrate an understanding of the main approaches to conducting quantitative research in psychology and related areas including the strengths and weaknesses of each.

8.2. Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research and quantitative approaches

8.3. Select and perform appropriate statistical tests by hand or using SPSS.

8.4. Interpret data and consider the theoretical and practical implications of research findings.

8.5. Understand and apply the conventions for reporting quantitative outcomes and for writing research reports in psychology.

8.6. Have the necessary skills to design, conduct and report an individual research project on a psychological or social science topic using quantitative methods as a dissertation in the final year of the degree course.

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

9.1. Show improvement in the clear communication of research procedures and outcomes including reporting of quantitative information

9.2. Show progress in ability to use library resources such as e-journals and other online sources for literature review, identification of research questions, and use of specialist techniques

9.3. Show improvement in the ability to collect, analyse and correctly interpret numerical data including the use of appropriate software packages for data analysis

9.4. Demonstrate an ability to work with others on group tasks

Method of Assessment

Short answer exercise (2000 words) 40%

Report (2000 words) 40%

Seminar participation 20%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Field, Andy P., (2013). Discovering statistics using SPSS (and sex and drugs and rock 'n' roll), Los Angeles, California: SAGE.

Jackson, Sherri L., (2012). Research methods and statistics: a critical thinking approach, Belmont, California: Wadsworth Cengage Learning.

Jackson S.L., (2015). Research methods: a modular approach, Stamford, CT: CENGAGE Learning.

Pre-requisites

SOC13440 Foundations in Social and Criminological Research 2

Synopsis *

Philosophy of science; approaches to research; levels of measurement; reliability and validity; research design; descriptive statistics; analytical tests (chi-square, t-tests and non-parametric alternatives, ANOVA and non-parametric alternatives, correlation, regression) ; using SPSS; reporting research; critical evaluation of research; and surveys.

UN820 Critical Perspectives on Academic Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
2	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

Availability

Autumn, Spring & Summer

Contact Hours

10 hours

Learning Outcomes

An understanding of, and critical engagement with, current research and scholarship in teaching and learning and/or student learning support. (PGCHE Knowledge and Understanding 1; PGCHE Intellectual Skills 1 // UKPSF A2; A5; K6; V3; V4)

An ability to evaluate critically how research into teaching and learning informs HE practice, including practice at subject/disciplinary level and within their own professional practice. (PGCHE Knowledge and Understanding 2; Intellectual Skills 1 and 2; Subject-specific Skills 2 // UKPSF A2; A5; K4; K6; V2; V3; V4)

An understanding of, and critical engagement with, the relationship between teaching and disciplinary specific research at subject/disciplinary level and within their own professional practice. (PGCHE Knowledge and Understanding 1 and 6. // UKPSF A2; A5; K3; K4; K6; V2; V3; V4)

An ability to evaluate critically concepts of professionalism, and to reflect upon their own professional values and plans for professional development within the context of their own academic careers. (PGCHE Skills and Attributes B2, C7 and D1 // UKPSF A2; A5; K6; V1; V2; V3; V4)

An understanding of, and critical engagement with, policy developments within HE, including aspects of student support and the use and value of appropriate learning technologies and how these impact upon their role. (PGCE Knowledge and Understanding 3; Skills and Other Attributes C3 and C4; and Transferable Skills D2. // UKPSF A2; A5; K6; V1; V2; V3; V4)

An ability to reflect on one's own development as a reflective practitioner, including identifying areas for future development (PGCHE Transferable Skills 1,2 and 3 // UKPSF A5; K6; V4)

Demonstrating effective strategies for working with colleagues within a department, an institution and/or disciplinary field (PGCHE Transferable Skills 4 // UKPSF A5; K6; V4)

Method of Assessment

Students will be expected to produce a 3,000 word critical account of two aspects of academic practice within their discipline. This account should draw upon personal reflection and scholarship, as well as policy documents. Within this account, students will be expected to comment upon concepts of professionalism and their own professional development as well as the impact of learning technologies upon their role.

Preliminary Reading

Barnett, Ronald and Society for Research into Higher Education, 2005. Reshaping the university: new relationships between research, scholarship and teaching

Becher, Tony and Trowler, Paul, 2001. Academic tribes and territories: intellectual enquiry and the culture of disciplines.

Brew, Angela, 2006. Research and teaching: beyond the divide, Universities into the 21st century.

Brown, Roger, 2011. Higher education and the market.

Halsey, A. H., 1992. Decline of donnish dominion: the British academic professions in the twentieth century.

Lave, Jean and Wenger, Etienne, 1991. Situated learning: legitimate peripheral participation. , Learning in doing : social, cognitive, and computational perspectives.

Macfarlane, Bruce, 2004. Teaching with integrity: the ethics of higher education practice.

McLean, Monica, 2006. Pedagogy and the university: critical theory and practice, London: Continuum. Available at:

Molesworth, Mike, Nixon, Elizabeth, and Scullion, Richard, 2011. The marketisation of higher education: the student as consumer.

Newman, J H., 1999. The idea of a university; intro by G N Shuster.

Nixon, Jon, 2011. Higher education and the public good: imagining the university, London: Continuum International Pub. Group.

2022-23 Medway Module Handbook

Pre-requisites

Participants will have either taken or been exempted from An Introduction to Learning, Teaching and the Academic Environment (UN819) or Supporting Learning in the Academic Environment (UN828) before taking this module.

Synopsis *

The curriculum builds on the prerequisite module (Introduction to Learning, Teaching and the Academic Environment) and aims to explore and question theories, beliefs and principles which frame and inform academic practice, and how these relate to participants' own activity. The scope of this activity is deliberately broadly interpreted, including learning and teaching; assessment; curriculum design and development; student support; participation in professional communities; reflecting on one's own practice and taking the initiative in reviewing and planning further development. Participants will explore the relevant issues in their own disciplinary field, and generically through interdisciplinary discussion; review pedagogic developments rigorously and systematically, and consider the implications for their practice. The emphasis throughout is on critical examination of the changing context of Higher Education and the impact of this on institutional and individual practice.

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WL536 Learning and Development in Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Availability

Autumn

Contact Hours

38

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the ability to evaluate a range of applied techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and working with others, in order to evaluate the need to undertake further training, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility and/or responsibility within organisations.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

Method of Assessment

An oral presentation demonstrating competence in the acquisition of critical appraisal skills related to the progression of professional practice.(12-15 minutes duration)

A reflective analysis which reviews previous learning and shows professional experience and capability relevant to the student's own professional context.(3000 words).

Preliminary Reading

- Bolton G (2014) Reflective Practice: Writing and Professional Development. 4th Edition. London: SAGE Publications Ltd
- Easterby-Smith, M. & Lyles, M. (2011) Handbook of Organizational Learning and Knowledge Management. 2nd Edition. London: John Wiley & Sons.
- Senge, P, et al (2007) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation, London, Random House

Pre-requisites

n/a

Synopsis

Learning and Development in Professional Practice explore the principles and application of experiential learning within a workplace context. It will focus on the relevance of the individual within the workplace context and how professional practice and organisational effectiveness can be developed through individual developing strategies for continuous professional development and participation in learning opportunities within their workplace settings and professional context. The module will provide a strong grounding in the principles of continuous professional development. Topics to be covered are: Organisational learning, personal development within a professional context, experiential learning and reflective practice.

2022-23 Medway Module Handbook

WL537 Enquiring into Professional Practice: Project Dissertation (BA Hons)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	60 (30)	100% Coursework	

Availability

Autumn

Contact Hours

The module includes up to 40 hours of contact teaching, split over 3 weekends, plus up to 8 hours of individual tutorial beyond the taught sessions. A guided self-study package, requiring a minimum 15 hours of student learning endeavor, will be issued approximately 3 weeks prior to attending the initial taught session.

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the writing and literature management skills necessary to structure, progress and produce a dissertation report, which reviews an area of enquiry, with reference to methodology, implementation and outcomes within a work-related context.
2. Draw upon an authoritative and pertinent literature base that is related to cultural, social and intellectual histories, theories and influences and analyse and critically assess evidence of the application of those research findings to improve working practice.
3. Demonstrate an understanding of professional and ethical considerations appropriate to their workplace setting.
4. Demonstrate the ability to disseminate findings across professional groups.

Method of Assessment

1. Oral presentation of 10 minutes, with PowerPoint slides(20%)
2. Submission of an individual piece of work in the form of an 8000 words dissertation(60%)
3. Academic poster presentation, which presents key elements of the dissertation(20%)

Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review: Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley.

Additional readings will be advised to support your academic development from your own area of professional practice.

Pre-requisites

This module is co-requisite to the Critical Appraisal and Research Skills in Professional Practice.

Synopsis *

During this module the student will explore and apply the knowledge and skills to systematically explore professionally related literature to respond to a question, based on an area of enquiry related to the student's own practice. Module 'Critical Appraisal and Research Skills in Professional Practice' provided the basis for this area of enquiry.

For the award of BA (Hons) the student should draw upon an authoritative and pertinent literature base that is related to cultural, social and intellectual histories, theories and influences. The submission resulting from this module should have validity and applicability to advancing professional standards within a workplace context. Therefore, throughout the module students are encouraged to critically evaluate the worth and applicability of professionally relevant literature within their preferred subject area. Students will clearly state the case for their chosen subject, how it contributes to the raising of current standards of practice, and supports any case for change, and follow the framework required for the submission. Students will be assigned an academic member of staff for the duration of their project dissertation who will provide support, guidance and advise students on the management of their study.

2022-23 Medway Module Handbook

WL538 Critical Appraisal and Research Skills in Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Availability

Spring

Contact Hours

36

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the ability to apply techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and for working with others.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

Method of Assessment

An oral presentation (12-15 minutes) demonstrating the acquisition of critical appraisal skills related to the progression of enquiring into an area of professional practice

Prepare a proposal for the research dissertation that is relevant to own professional practice. The proposal will then form the basis of the project dissertation WL539 (3000 words). The proposal should be supported with an extended bibliography.

Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review: Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley

Pre-requisites

n/a (note: This module leads student to do Enquiring into Professional Practice: Project Dissertation, which is WL539-60CP)

Synopsis *

This module will focus on developing the skills to ensure that students become effective users of research findings, within the context of enhancing the quality of their own practice and workplace setting. This module will provide an opportunity to discuss the principles of research, the mechanisms and barriers to integrating practice competence with the best available external evidence from research, and how this can be applied to achieve the ultimate goal of improving competence within the students own area of practice. Sessions will cover the process of forming a practice focused question, designing a search strategy using relevant databases and gaining experience in the use of the tools and techniques available to undertake a project through the efficient search and retrieval of the literature. Topics covered in the session include: the process of retrieving and critically appraising the literature related to practice, exploring recognised appraisal tools available to aid the assessment of validity and relevance of literature, understanding broader research methodology and methods, the principles of completing a project proposal (based on a literature review methodology).

2022-23 Medway Module Handbook

WL539 Enquiring into Professional Practice:Project Dissertation (BSc Hons)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	60 (30)	100% Coursework	

Availability

Autumn

Contact Hours

40

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate the writing and literature management skills necessary to structure, progress and produce a dissertation report, which reviews an area of enquiry, with reference to methodology, implementation and outcomes within a work-related context.
2. Draw upon an authoritative and pertinent literature base that has been scientifically or empirically derived from, for example, experimental or exploratory designed research) and analyse and critically assess evidence of the application of those research findings to improve working practice.
3. Demonstrate an understanding of professional and ethical considerations appropriate to their workplace setting.
4. Demonstrate the ability to disseminate findings across professional groups.

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. Critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and working with others, in order to evaluate the need to undertake further training, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility and/or responsibility within organisations.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

Method of Assessment

1. Oral presentation of 10 minutes, with PowerPoint slides(20%)
2. Submission of an individual piece of work in the form of an 8000 words dissertation(60%)
3. Academic poster presentation, which presents key elements of the dissertation(20%)

Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review; Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley.

Pre-requisites

This module is co-requisite to the Critical Appraisal and Research Skills WL538 in Professional Practice

Synopsis *

During this module the student will explore and apply the knowledge and skills to systematically explore professionally related literature to respond to a question, based on an area of enquiry related to the student's own practice. Module 'Critical Appraisal and Research Skills in Professional Practice' provided the basis for this area of enquiry.

For the award of BSc the student should draw upon authoritative and pertinent literature base that has been scientifically or empirically derived from, for example, experimental or exploratory designed research.

The submission resulting from this module should have validity and applicability to advancing professional standards within a workplace context. Therefore, throughout the module students are encouraged to critically evaluate the worth and applicability of professionally relevant literature within their preferred subject area. Students will clearly state the case for their chosen subject, how it contributes to the raising of current standards of practice, and supports any case for change, and follow the framework required for the submission. Students will be assigned an academic member of staff for the duration of their project dissertation who will provide support, guidance and advise students on the management of their study.

2022-23 Medway Module Handbook

WL813 Evidence Based Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

This module is available during Autumn and Spring terms

Contact Hours

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

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Critically analyse the role of evidence-based practice in the wider organisational context and the constraints to professional practice.
2. Formulate a focused question pertinent to work-based practice; a prelude to building an effective search strategy for related evidence.
3. Design and implement an informed search strategy to identify the best available evidence, utilising a range of database tools and techniques.
4. Critically appraise and evaluate literature using recognised appropriate appraisal tools to assess validity and relevance of evidence.
5. Critically evaluate and apply understanding of data management of evidence sources in terms of the evaluation of data quality, statistical principles, integrity and bias when selecting literature and evidence in practice.
6. Critically reflect on the own professional practice and the process of evidence basing that practice.

Method of Assessment

4,000 Word Written Assignment

Preliminary Reading

Trinder, L. and Reynolds, S. (2000) Evidence-Based Practice, A Critical Appraisal. Blackwell:London
Desirable:
Creswell, J. (2007) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Edition. London: Sage.
Davies, H., Nutley, S., Smith, P (2000) What Works? Evidence-based Policy and Practice in Public Services. Policy Press: Bristol.
Hamer, S.,Collinson, G. (2005) Achieving Evidence-Based Practice: A Handbook for Practitioners.2nd Edition. Bailliere Tindall: London
Hammersley, M. Ed (2007) Educational Research and Evidence Based Practice. Open University Press: Milton Keynes.
Nutley, S., Walter, I., Davies, H. (2007) Using Evidence: How Research Can Inform Public Services. Policy Press: Bristol

Pre-requisites

None

Progression

PG Certificate / PG Diploma /MA/MSc in Professional Practice

Restrictions

None

Synopsis *

This module will focus on promoting the skills of the professional practitioner to become an effective user of research findings with a view to the enhancement of quality service outcomes. Sessions will focus on the analysis of literature in order to inform evidence based practice. This will include understanding critical appraisal tools and statistical principles used to analysis data. Emphasis will be placed on developing skills to evaluate the quality and integrity of data, assessing the appropriateness, validity and range of data. The module will culminate in a forum designed to promote dialogue regarding the extent of external evidence available from systematic research and how this can be applied to improve outcomes within the participant's area of professional practice.

2022-23 Medway Module Handbook

WL814 Inter-Professional Working						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

This 30 credit module is available during Spring term

Contact Hours

Total contact hours: 19

Private study hours: 131

Total study hours: 150

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Critically appraise different models, concepts and frameworks related to leadership and team working; specifically styles and approaches impacting on multi-disciplinary working.
2. Demonstrate a clear understanding of the context, characteristics and culture of inter-professional and collaborative working and interaction, both within and across organisations and critically reflect upon this, through evidence led inquiry and reflexive practice, to enhance professional practice.
3. Develop higher level skills related to reflective and reflexive practice design in multi-agency and collaborative working.
4. Demonstrate an in-depth appreciation of the reasons for and the possible solutions to conflicts in the workplace impacting on inter-professional working and collaborative partnerships.

Method of Assessment

4,000 Word Written Assignment

Preliminary Reading

Beyerlein, A. (2002) Beyond Teams: Building the Collaborative Organisation. London: John Wiley and Sons Ltd.

Hornby, S.; Atkins, J. (2000) Collaborative Care- Inter-professional, Inter-disciplinary and Inter-Agency Working. 2nd Edition. Oxford: Blackwell.

Lank, E. (2005) Collaborative Advantage: How organisations win by working together. Basingstoke: Palgrave MacMillan.

Jasper, M. (2004) Beginning reflective practice. London: Nelson Thorne pubs.

Boud, D.; Keogh, R.; Walker, D. (1994) Reflection: Turning Experience into Learning. London: Kogan Page.

Johns, C. (2002) Guided reflection: Advancing practice. Oxford: Blackwell.

Walsh, L.; P, Kahn. (2009) Collaborative Working in Higher Education. London: Routledge Education.

Pre-requisites

None

Progression

PG Certificate / PG Diploma / MA/MSc in Professional Practice and Teaching and Learning Pathway.

Restrictions

None

Synopsis *

This module raises awareness about collaborative working as an increasingly important part of workplace culture. You focus on collaborative working through a journey of examination, discussion and reflection on emerging collaborative practices. The role of research in, and its impact on, interdisciplinary and collaborative working is also explored. The overall theme of the module stresses the importance of building on experiential learning when working together with others, while developing critical perspectives on project management and leadership in an inter-professional context.

WL815 Learning and Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	30 (15)	100% Coursework	
2	Medway	Spring	M	30 (15)	100% Coursework	

Availability

This module is available in Autumn term

2022-23 Medway Module Handbook

Contact Hours

Total contact hours: 31
Private study hours: 269
Total study hours: 300

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Appraise different theories of experiential learning and reflective practice to show how these can be used within an organisational context.
2. Demonstrate the ability to critically assess own learning and development needs in direct relation to the context of an organisation.
3. Demonstrate the ability to produce an individual learning and development plan which shows an analysis of personal and professional experience within the context of current professional practice.
4. Critically evaluate how organisational learning and development strategies might add value in personal, organisational and multi-agency practice.
5. Demonstrate the ability to critically reflect upon, assess and conduct own professional practice, within a framework of professional ethical responsibility.

Method of Assessment

Main assessment methods:

Critical Review, 3000 words, 70%
Presentation, 20 minutes, 30%

Preliminary Reading

Boud D, Keogh R, Walker D (2005) Reflection: Turning Experience into Learning, London, Routledge
Durrant, A.; Rhodes, G. and Young, D. (Eds) (2009) Getting Started with University-level Work Based Learning. Middlesex: University Press
Kolb D (1984) Experiential Learning: Turning Experience into Learning, Englewood Cliffs, N.J.; Prentice-Hall
Keats, D. (2000) Interviewing: A Practical Guide for Students and Professionals. London: Open University Press.
Marshall, L.; Rowland, F. (1998) A guide to learning independently. London: Open University Press.
Moon J (2004) A Handbook of Reflective and Experiential Learning: Theory and Practice, London, Routledge.
Pritchard, L.; L, Roberts. (2006) The Adults Guide to Higher Education. London: McGraw Hill
Stapley L (2006) Individuals, Groups and Organizations Beneath The Surface: An Introduction, London Karmac
Senge, P, et al (2007) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation, London, Random House
Talbot, C. (2003) Studying at a Distance. London: Open University Press Ltd.
Wilkinson, D. (2000) The Researcher's Toolkit: The Complete Guide to Practitioner Research. London: Routledge.

Pre-requisites

None

Progression

PG Certificate / PG Diploma / MA/MSc in Professional Practice

Restrictions

None

Synopsis *

The aim of this module is to able students to demonstrate that they have the relevant professional experience to be able to undertake the programme and develop the academic knowledge and skills to complete their studies. It will assist students to understand the relationship between professional and academic knowledge and the importance of understanding the context in which their professional knowledge is developed. Students will be required to produce a convincing argument that shows the connection between their existing professional knowledge and the requirements of academic study, such as the ability to structure concepts when thinking and making professional judgements in their professional practice, or using experiential approaches to experience and/or act out the behaviours, knowledge and values of their own professional practice. Although the knowledge base will primarily be the students own professional experience students will be introduced to theories of experiential learning and reflective practice which will support them to understand how professional knowledge is generated and the importance of self directed study.

WL816		Work Related Project and Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Autumn	M	60 (30)	100% Coursework	
4	Medway	Autumn	M	60 (30)	100% Coursework with Compulsory Numeric Elements	

2022-23 Medway Module Handbook

4	Medway	Spring	M	60 (30)	100% Coursework
4	Medway	Spring	M	60 (30)	100% Coursework with Compulsory Numeric Elements

Availability

This 60 credit module is available during Autumn, Spring and Summer terms (depending on intake).

Contact Hours

Total contact hours: 28
Private study hours: 572
Total study hours: 600

Cost

This module is part of the Master's level programme.

Department Checked

Yes

Learning Outcomes

Apply the principles and methodologies of the management of a work-based research project in the context of their own practice and the wider workplace setting.

Undertake informed research strategies, to identify the best available evidence, utilizing a range of database tool and techniques; critically assessing the literature for validity and relevance using recognised appraisal tools.

Apply selected methodology and methods appropriate to conduct a work-based project.

Produce a work-based research project dissertation, containing the key elements of: research methodology, research project and dissertation management, and ethical consideration relevant to the participants' professional practice.

Method of Assessment

Main assessment methods:
Presentation 10 minutes 10%
Dissertation 12,000 words 80%
Presentation 10 minutes 10%

In order to successfully complete this module an overall pass must be achieved.

Preliminary Reading

Bryman, A. (2015) *Social Research Methods*. 5th Edition. Oxford: Oxford University Press.
Creswell, J. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Edition. London: Sage.
Gray, D. (2017) *Doing Research in the Real World*. London: Sage.
Hart, C. (2004), *Doing Your Masters Dissertation*. London: Sage.
Robson C. and McCartern. *Real World Research*. 4th Edition. Chichester: John Wiley & Sons.

Pre-requisites

Co-requisite Research Skills Project Proposal (WL882)

Progression

MSc in Advanced and Specialist Healthcare; MA / MSc in Professional Practice.

Restrictions

None

Synopsis *

The purpose of the dissertation is to critically examine, in depth, a research question relevant to the participant's practice. This should be supported by a critical review of the literature, a statement of the methods, an analysis of the data and an extended discussion of the findings.

During the taught sessions the lecturers will outline and confirm key features and structure of the final Dissertation, establish the support structures available to students during the module. Action learning sets will be used for students to deliver, and receive feedback on, a confirmed outline of their final project plans, prior to commencing work.

The project and Dissertation will usually be based on the project detailed in the (WL 817) Research Skills module. For the Dissertation, every student will be allocated an academic supervisor. Students should work with their allocated academic supervisor for the duration of the Dissertation to ensure that their work is completed to meet the submission deadline. Students should direct the work and initiate contact with their supervisor. Projects will only be permitted to proceed subject to prior consultation with the academic team and any necessary ethical approval and, where appropriate, employing organisation permission.

Full details of the requirements for the Dissertation will be provided in the 'Student and Supervisors Handbook Guide' issued during the taught session. Projects will only be permitted to proceed subject to, where appropriate, prior consideration and approval by the CPP Ethics Committee and, where necessary a NHS (other organisation) Ethics Committee.

2022-23 Medway Module Handbook

WL817		Research Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	15 (7.5)	100% Coursework	
2	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

This module is available during Autumn, Spring or Summer terms

Contact Hours

Total contact hours: 27

Private study hours: 123

Total study hours: 150

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. A critical understanding of the principles and methodologies of managing a research project applied in the context of the student's own practice.
2. Review and critically evaluate best available evidence relevant to a specified area of professional practice, synthesising information from key sources and databases searching synthesising information and evidence from key sources and databases, assessing the literature for validity and relevance using recognised appraisal tool.
3. Critically evaluate and appraise research strategies available, both quantitative and qualitative approaches, and the appropriateness of the application of each to addressing different research questions in the professional practice setting.
4. Demonstrate ability to reflect on the ethical aspects of research, and to compile a formal application, comprising a research project proposal and ethics approval form, for later consideration by the Centre's research ethics approval committee, or other ethics committee, as required by the student's employing organisation.
5. Work collaboratively in the critique and subsequent development of that research project proposal.

Method of Assessment

Presentation (Oral/Poster), 10 minutes, 10%

Project Proposal, 3500 words, 90%

Preliminary Reading

Bell, J. (2014), *Doing Your Research Project: A Guide For First Time Researchers In Education, Health and Social Science*, (6th Edn), (Buckingham, Open University Press)

Creswell, J. (2014) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. London: Sage.

Machi, L. & McEvoy, B. (2012), *The Literature Review; Six Steps to Success*. 2nd Edition. USA:Corwin Press.

O'Leary, Z. (2013) *The essential guide to doing your research project*. 2nd Edition. London Sage.

Robson, C. (2011), *Real World Research*, 3rd Edn. London: Blackwell Publishing.

Pre-requisites

None

Progression

PG Certificate / PG Diploma/MA/MSc in Professional Practice

PG Certificate / PG Diploma /MSc in Advanced and Specialist Healthcare

Restrictions

None

Synopsis *

As an evidence-based approach to professional working increases throughout organisations, there is a need for professionals to analyse critically within their own practice. This module prepares you to take part in research related to your own workplace and supports you to develop the skills to enable this process. You critically analyse research methodology and appraise the ever-increasing body of literature to enable an evidence-based approach to enhance professional effectiveness. There is the opportunity to develop a research proposal relevant to the workplace and use the project to develop skills in accessing literature databases and the internet, as well as critically assessing the limitations and appropriateness of research findings and methodologies.

2022-23 Medway Module Handbook

WL825		Special Area of Study				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Availability

This 30 credit module is available during Autumn and Spring terms.

Contact Hours

Total contact hours: 31
Private study hours: 269
Total study hours: 300

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Appropriately manage and evaluate a project or other special area of study.
2. Critically reflect on personal impact related to a project or special area of study.
3. Demonstrate an ability to design and implement a strategy for change.
4. Critically appraise the strengths and limitations of approaches to the development of practice within a workplace or organisational setting.

Method of Assessment

Written Portfolio Assignment, 6000 words, 100%

Preliminary Reading

Costley, C. Elliot, G.C. & Gibbs, P.(2010) Doing Work Based Research: Approaches to Enquiry for Insider-Researchers Sage Publications Ltd. ISBN-10: 1848606788 ISBN-13: 978-1848606784
Durrant, A Rhodes, G and Young D (Eds) (2009) Getting Started with University-level Work Based Learning Middlesex University Press ISBN-10: 1904750702 ISBN-13: 978-1904750703
Hardacre, K & Workman, B. (2010) Planning and Reviewing Work Based Learning: A Practical Guide Libri Publishing ISBN-10: 190747112X ISBN-13: 978-1907471124
Heyler R (2010) The Work-Based Learning Student Handbook (Palgrave Study Skills) Palgrave Macmillan ISBN-10: 0230229565 ISBN-13: 978-0230229563
Winter, R (2001) A Handbook for Action Research in Health and Social Care. Taylor and Francis Ltd
Wilkinson, D. (2000) The Researcher's Toolkit: The Complete Guide to Practitioner Research. London: Routledge.

Pre-requisites

None

Progression

PCert / MSc in Advanced and Specialist Healthcare; MA / MSc in Professional Practice

Restrictions

None

Synopsis >*

The world of work-based practice can be complex and increasingly there is a call for practitioners to demonstrate the ability to manage a project related to particular aspects of policy, practice or an area which warrants specific attention or study. This module provides students with an opportunity to demonstrate their contribution to the workplace or to extending their professional practice through the design, and implementation of a project. The module gives individual students flexibility to design their own special area of study which can be related to innovation on a policy or practice matter or reflect on a project which has been carried out previously.

2022-23 Medway Module Handbook

WL830 Evidence Based Practice (Health)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

15

Learning Outcomes

Understand in depth the role of Evidence Based Practice in the context of the healthcare organisations and be able to critically analyse the potential and constraints of this movement for their current practice.

Formulate a focused question pertinent to their work-based practice as a prelude to building an effective search strategy. Design and implement an informed search strategy to identify the best available evidence, utilising a range of database tools and techniques

Critically evaluate the literature using recognised appraisal tools to assess validity and relevance.

Understand in depth the process of data management and be able to apply this knowledge to a working clinical database in terms of the evaluation of data quality, integrity and bias

Understand the main statistical principles and methods used to analyse clinical data with emphasis on the ability to evaluate appropriate and inappropriate application.

Critically reflect on the process of effective integration of individual professional expertise with best available evidence to improve the provision of health care within the context of the participants' own practice

Preliminary Reading

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care*, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.

Aveyard, H. and Sharp, P. (2013) *A Beginner's Guide To Evidence Based Practice in Health and Social Care*. 2nd Edition. Maidenhead: McGraw Hill.

Dawes, M. (2004) *Evidence-Based Practice: A Primer for Health Care Professionals*. 2nd Edition. UK: Elsevier Health Sciences.

Evans, D. & Haines, A. (2000) *Implementing Evidence Based Changes in Healthcare*. Oxford: Radcliffe Medical Press.

Greenhalgh, T. (2014), *How to read a paper: The basics of evidence based medicine*. 5th ed. London: BMJ Publishing Group.

Machi, L. & McEvoy, B. (2012), *The Literature Review; Six Steps to Success*. 2nd Edition. USA: Corwin Press

Ridley, D. (2012) *The literature review: a step by step guide for students*. 2nd Edition. London: Sage.

Trinder, L. Reynolds, S. (2000) *Evidence-based practice: a critical appraisal*. London: Blackwell Publishing.

Pre-requisites

None

Synopsis *

100% coursework

You focus on developing your skills as a professional healthcare practitioner to become an effective user of research findings, with a view to the enhancement of quality service outcomes. Sessions concentrate on the analysis of literature in order to inform evidence-based practice. You become familiar with critical appraisal tools and the statistical principles used to analyse data. The module culminates in an assignment designed to consider the extent of external evidence available and how this can be applied to improve outcomes within your area of professional practice.

WL838 Professional Standard Setting for Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Whole Year	M	30 (15)	100% Coursework	
3	Medway	Spring	M	30 (15)	100% Coursework	
3	Medway	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Availability

This 30 credit module is available during Autumn, Spring and Summer terms

Contact Hours

Total contact hours: 45

Private study hours: 255

Total study hours: 300

2022-23 Medway Module Handbook

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Critically evaluate the contemporary evidence based bases available to ethically evolve and professional standard setting within the healthcare sector.
2. Critically understand the purpose of professional standard setting and measuring and continuous professional development, as it links to professionalism and leadership within the wider healthcare context.
3. Demonstrate an ability to critically reflect and evaluate own performance in order to ethically advance own professional practice within the limits of current regulations.
4. Design and evaluate an audit tool and process which is applied suitably for raising professional or patient treatment standards within a workplace setting.
5. Demonstrate the ability to apply health literature and publications and the process of audit within ethically based practice within a workplace setting.
6. Critically evaluate understanding of the factors associated to managing change to improve professional standards within a workplace setting.

Method of Assessment

Main assessment points:

Oral Presentation 1, 15 minutes, 20%

Audit Report, 4000 words, 60%

Presentation 2, 15 minutes, 20%

Preliminary Reading

Care Quality Commission - A New System of Registration – Guide for providers of primary dental care.

http://www.cqc.org.uk/_db/_documents/8788-CQC-Dentists-Revised_FINAL-300101.pdf

Chambers, R., Boath, E. and Rogers, D. (2007) Clinical Effectiveness and Clinical Governance Made Easy. 4th Revised Edition. London: Radcliffe Publishing Ltd.

Department of Health, Social Services and Public Safety, Northern Ireland (2011) Minimum Standards For Dental Care and Treatment. Belfast. http://www.rqia.org.uk/cms_resources/Min_Std_Dental_Mar11.pdf

Dhamija, B., Keane, M., Shen Low, C., and Ghosh, R (2012) Clinical Audit for Doctors and Healthcare Professionals: A comprehensive guide to best practice as part of clinical governance. 2nd Edition. London: BPP Learning Media.

Eaton, KA. (2006) Standards in Dentistry: A New Approach. London: Faculty of General Dental Practitioners (UK).

Primary Dental Care Services – Clinical Governance

Framework". http://www.pcc.nhs.uk/uploads/Dentistry/may_2006

[_uploads/primary_care_dental_services_clinical_governance_framework.pdf](http://www.pcc.nhs.uk/uploads/primary_care_dental_services_clinical_governance_framework.pdf)

Ratten, R. Chambers, R. & Wakley, G. (2002) Clinical Governance in General Dental Practice. London. Radcliffe Publishing Ltd.

Pre-requisites

None

Progression

PG Cert/PG Diploma, MSc in Advanced and Specialist Healthcare

Restrictions

None

Synopsis *

This module covers themes which are considered fundamental to competent and safe practice standards within healthcare.

The module outlines the principles of professional standard setting and explores professional roles. During this module students will gain a critical understanding of the processes and protocols require when conducting audits within a workplace setting and the challenges associated with change management.

Throughout the module students are encouraged to approach the overarching theme from a perspective of whole team responsibility, thereby ensuring that contemporary practice informs and is reflected in all areas of professional activity. To this end, as well as demonstrating the process of audit, students will design and evaluate an evidenced informed audit tool, which is pertinent to contemporary practice within a healthcare setting. Audits carried out by students may be either have a clinical or non-clinical focus.

2022-23 Medway Module Handbook

WL839 Dentistry in a Contemporary Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

This module is available during Spring or Summer terms

Contact Hours

Total contact hours: 35

Private study hours: 215

Total study hours: 150

Cost

This module is part of the Master's level programme

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a critical understanding of the incorporation of health into historical and contemporary political and sociological agendas.
2. Understand the significance of inequalities effecting health and wellbeing in terms of sociological, economic, cultural, environmental and behavioural factors.
3. Understand the social factors affecting aspects of general and dental health at different life stages.
4. Understand and locate dental health and the dental workforce within political healthcare structures, agenda, policy and leadership.
5. Evaluate the scope and potential of dental care professional roles related to the future delivery of dental services.

Method of Assessment

Written Assignment, 3000 words, 70%

Oral Presentation, 15 minutes, 30%

Preliminary Reading

Bedi, R. Patel, M. & Patel, N. (2007) Dental Public Health. A Primer. Oxford. Radcliffe
Behavioural Sciences for Dentistry Gerry Humphris (Churchill Livingstone) 2000 ISBN 0 443 05190 9 Chapter 5.
BDJ 2001; 121-126

Glasby, J. (2007) Understanding Health and Social Care. London. Policy Press.

Kent, G. Croucher, R. (2001) Achieving Oral Health: The Social Context of Dental Care. Oxford. Wright.

Marmot Review – Fair Society and Health Lives <http://www.marmotreview.org/>

NHS Dentistry Options for Change August 2002 DoH Gateway 28742

The Social Context of Dentistry Peter Davis (Croom Helm London) 1980 ISBN 0-7099-0512-6 Chapters 4 and pages 331-332.

Pre-requisites

None

Progression

PG Cert/PG Diploma, MSc in Advanced and Specialist Healthcare

Restrictions

None

Synopsis *

This module will be delivered over two separate weekends. The module will address current and contemporary practice within the wider context of social policy and cultural influence. Participants will critically examine the background and contemporary position of health, and explore issues linked to the effects of current socio-political environments and structures, agendas and policy in dentistry.

Students will critically examine the role and contribution of the dental professionals, with regards to the delivery of dental services, as well as part of an integrated response to broader health related issues. Students will critically examine the oral health of the population through oral health education and collaborative links with other healthcare providers and the Government's Health Care strategy.

2022-23 Medway Module Handbook

WL849 Developing Dental Practice through Mentorship and Coaching						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Availability

The 30 credit module is available in Autumn, Spring and Summer terms.

Contact Hours

Total contact hours: 45
Private study hours: 255
Total study hours: 300

Cost

This module is part of the Master's level programme.

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Critically understand personal, professional and organisational perspectives including related to coaching and mentorship; supporting the concept of Lifelong Learning, professional relationship building and ethical issues.
2. Critically explore the ethical and professional perspectives of mentorship and coaching and how both effect the development and evolution of novice to expert practice within the healthcare workforce.
3. Have a critical knowledge and understanding of selected core theories, concepts, frameworks and principles relevant to coaching and mentoring, including learning and teaching styles and theories, motivational theories, and goal setting models.
4. Critically understand the power and communication dynamics in coaching and mentor relationships including: building respectful effective communication and relationships, challenging and positively influencing colleagues within working practice, giving and receiving feedback.
5. Plan and apply the principles of coaching or mentorship within the workforce setting and raise the standards of professional practice within the organisation.
6. Demonstrate the ability to critically reflect and evaluate on own performance and ability as a coach or mentor in order to evolve practice.

Method of Assessment

Main assessment methods:

Literature Review, 2000 words, 20%
Presentation, 20 minutes, 20%
Reflective Case Study, 4000 words, 60%

Preliminary Reading

Connor, M., Pokora, J. (2017) Coaching and Mentoring at Work, Developing Effective Practice. 3rd Edition. London: Open University Press.
Clutterbuck, D. (2004) Everyone Needs a Mentor, Fostering Talent at Work. 4th Edition. London, Institute of Personnel and Development.
Gopee, N. (2007) Mentoring and Supervision in Healthcare. 1st Edition. London, Sage.
Greene, J., Grant, AM.(2006) Solution-focused Coaching: Managing People in a Complex World. Publisher - Chartered Institute of Personnel Development (Mar 2006).
Wosket, V. (2006) Egan's Skilled Helper Model: Developments and Application. London, Routledge.

Pre-requisites

None

Progression

PG Certificate, PG Diploma and MSc in Advanced and Specialist Healthcare.

Restrictions

None

Synopsis *

Mentorship and coaching are believed to be essential and necessary tools with which to promote a sustainable and continuous commitment to high quality patient care. Mentoring and coaching are recognised processes used by various multi-professionals groups, to facilitate competence development as well as performance transition and enhancement. This module covers themes which are considered to be essential to the development of competent mentorship and coaching ability within the workplace setting, as a potential a learning organisation. The module will outline the principles of mentorship and coaching then consider and explore the application of both and contribution of both to the evolution of the healthcare workforce.

2022-23 Medway Module Handbook

WL850 Advancing Dental Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Availability

This 30 credit module is taught during Autumn, Winter, Spring and Summer terms.

Contact Hours

Total contact hours: 35
Private study hours: 265
Total study hours: 300

Cost

This module is part of the Master's level programme.

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Apply established criteria to critically evaluate the worth and applicability of professionally relevant literature in order to ethically raise standards of practice within a dental workplace setting.
2. Critically evaluate understanding of evidence based principles to extend dental professional roles within the criteria designated within the government's regulatory body, the General Dental Council, Scope of Practice.
3. Demonstrate an ability to critically reflect on the relevance that international scope of practice has on dental professional practice within the UK.
4. Interpret and ethically apply selected underpinning contemporary evidence, guidance, theory and literature related to the specified area of extended practice.
5. Plan personal development through critical reflection and evaluation on own dental professional practice, including the limitations related to specified interventions, extended duty or GDC additional duty.

Method of Assessment

Literature Review, 4000 words, 60%
Presentation(Oral/Poster), 20 mins, 20%
Reflective Report/Article, 1500words, 20%

Preliminary Reading

Brunette, D. (2007). Critical Thinking. Understanding and Evaluating Dental Research. Second Edition. Quintessence Books: USA.
Care Quality Commission available via the following link
<http://www.cqc.org.uk/guidanceforprofessionals/primarydentalcare/willneedtoregister.cfm>
Care Quality Commission - A New System of Registration – Guide for providers of primary dental care.
http://www.cqc.org.uk/_db/_documents/8788-CQC-Dentists-Revised_FINAL-300101.pdf
Eaton, KA. (2006) Standards in Dentistry: A New Approach. London: Faculty of General Dental Practitioners (UK).
FGDP (UK). (2000) Current Guidance for General Dental Practice. London: The Royal College of Surgeons of England, Faculty of General Dental Practitioners (UK).
General Dental Council (2009) Scope of Practice. <http://www.gdc-uk.org/News+publications+and+events/Publications/Guidance+for+dental+professionals/Scope+of+Practice.htm>
Greenhalgh, T. (2006). How to Read a Paper, the Basics of Evidence-Base Medicine. 3rd Edition. London: Blackwell Publishing.
Pendlebury, ME.(2004) Selection Criteria for Dental Radiography. London: Faculty of General Dental Practitioners (UK). Royal College of Surgeons
Ratten, R. Chambers, R. & Wakley, G. (2002) Clinical Governance in General Dental Practice. London. Radcliffe Publishing Ltd.
Richards, D. & Clarkson, J. (2008) Evidence-Based Dentistry: Managing Information for Better Practice. Quintessence Publishing Co Ltd, London.
Primary Dental Care Services – Clinical Governance Framework".
http://www.pcc.nhs.uk/uploads/Dentistry/may_2006_upload/primary_care_dental_services_clinical_governance_framework.pdf
FDI –World Dental Federation (2009) <http://www.fdiworldental.org/home/sitemap.html>
Widstrom, E.; Eaton, K. (2004) Systems for the provision of oral health care. Workforce and costs in the European Union, European economic area and accession states 2003 – A council of European Chief Dental Officers Survey. Oral Health and preventative dentistry: 2: 155-194.
Council Of European Dentists. (2009) EU Manual Of Dental Practice.
<http://www.eudental.eu/index.php?ID=35918>
World Health Organisation. World Health Report 2008: Now more than ever. <http://www.who.int/whr/2008/en/index.html>

Pre-requisites

None

Progression

PG Cert/PG Diploma MSc in Advanced and Specialist Healthcare

2022-23 Medway Module Handbook

Restrictions

None

Synopsis *

During this module students are encouraged to evaluate and explore the extent of an aspect or area of their own professional practice, with a view to extending that practice, whilst remaining within the ethical and mandated bounds of Scope of Practice. The module will provide an opportunity for students to explore the relationship that they have as dental professionals in the provision of oral health care within the UK, as well as considering developments in the rest of healthcare both within the UK and within an international context.

WL855 Qualitative Research Methods Applied to Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

22

Learning Outcomes

Critical understanding of the methodological underpinning of professional practice.

Demonstrate knowledge and understanding of the use of qualitative techniques for application to professional practice based enquiry projects.

Critical evaluation of the application of selected techniques of qualitative data collection in professional practice.

Evaluate methods of qualitative analyses.

Demonstrate the application of methodology and methods in support of a project enquiring into area of own professional practice.

Method of Assessment

3,000 word written assignment

Preliminary Reading

Creswell, J. (2007) Research Design: Qualitative, Quantitative, and Mixed Methods

Costley, C. Elliot, G. and Gibbs, P. (2010) Doing Work Based Research: Approaches to Enquiry for Insider-Researchers. London: Sage.

Approaches. 3rd Edition. London: Sage. Hart, C. (2005), Doing Your Masters Dissertation, (London, Sage)

Silverman, D. (2009). Doing qualitative research. 3rd Edition. London: Sage

Pre-requisites

WL817 Research Skills

Synopsis *

Here, you examine the theory and practice of qualitative research. You explore the various aspects of qualitative data collection techniques and methods of analysis as appropriate to an area of work-based enquiry related to your own professional practice. Topics covered include: the interview and interviewing techniques; focus groups; phenomenological methods of enquiry; ethnographic theory and method; case study methods; action research; documentary research; discourse analysis; content analysis; and narrative analysis.

WL856		Power Dynamics within Professional Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

32

Learning Outcomes

Demonstrate a critical understanding of the relationship between language and concepts of ideology and power.
 Critically evaluate the concept and source of power in the context of professional practice.
 Critically evaluate the theories and principles of power viewed from a social perspective.
 Analyse key dimension of power and the impacts on working lives and professional practice.
 Reflect critically on the key conceptual features of power as related to own area professional working practice.

Method of Assessment

The assessment of this module comprises of two pieces of work: the delivery of a 20 minute presentation & the submission of a 4500 word written assignment

Preliminary Reading

Fairclough, N. (1989/1994) Language and Power. London: Longman
 Haugaard, M. (2002) Power a Reader. University Press, Manchester
 Dunbar, N. E. (2004). Dyadic power theory: Constructing a communication-based theory of relational power. Journal of Family Communication, 4 (3/4), pp.235-248
 Lukes, S. (2005) Power: A Radical View. Basingstoke: Palgrave Macmillan

Pre-requisites

WL817 Research Skills

Synopsis *

You gain theoretical and applied knowledge and the opportunity to reflect critically and evaluate the theory and practice of power in the context of your own practice. This enables you to develop and apply strategies and techniques which are contextually relevant to your own workplace. Key topics include: ideological power and the language of power; power – a multifactorial concept; principles of power in relation to interpersonal relationships; critique power theory; dimensions and impact of power; application of concepts of power to your working practice.

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WL857 Quantitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

This module is available during Autumn and Spring terms

Contact Hours

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

Cost

This module is part of the Master's level programmes

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate capacity for autonomous learning through evaluation and enquiry, through making a genuine contribution to professional knowledge, in relation to their subject area.
2. Communicate with clarity in the written academic format, with evidence of critical reflection and the ability to enhance professional competence on the basis of demonstrated application of research findings.
3. Show a capacity for autonomous learning and the ability to access academic and professional resources as appropriate.
4. Show ability to effectively manage and present complex information effectively and to present this using a comprehensive range of learning resources and in order to demonstrate competence in the advanced appraisal of quantitative research.
5. Demonstrate the ability to express opinions and engage in critical thinking in written format.

Method of Assessment

Written Assignment, 4000 words, 100%

Preliminary Reading

Balnaves, M. and Caputi, P. (2001) Introduction to Quantitative Research Methods: An Investigative Approach. London: Sage.
Blaikie, N. (2003) Analysing Quantitative Data. London: Sage.
Costley, C., Elliot, G. and Gibbs, P. (2010) Doing Work Based Research: Approaches to Enquiry for Insider-Researchers. London: Sage.
Field, A. (2014) Discovering Statistics using IBM SPSS Statistics. London: Sage.
Robson, C. and McCartan, K. (2016) Real World Research. 4th edn. West Sussex: Wiley.

Reading materials specific/relevant to the student's individual working practices will be recommended and discussed during the taught session.

Pre-requisites

WL817 Research Skills

Progression

MA/MSc Professional Practice; MSc in Advanced and Specialist Healthcare

Restrictions

None

Synopsis *

In this module, you focus on the theory and practice of quantitative research. You explore the various aspects of quantitative data collection techniques and methods of statistics analysis appropriate to an area of work-related enquiry related to your own professional practice. Topics include: quantitative data collection methods; survey design; statistical analysis techniques and tools; and interpretation of statistical data.

2022-23 Medway Module Handbook

WL882		Research Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	

Availability

This 30 credit module is available during Autumn, Spring and Summer terms.

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

Cost

This module is part of the Master's level programme.

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Critically evaluate and appraise research strategies available, both quantitative and qualitative approaches, and the appropriateness of the application of each to addressing different research questions in the professional practice setting.
2. Search and retrieve information and evidence relevant to a specified area of professional practice from key sources and databases, applying inclusion and exclusion criteria to assess the literature base for relevance.
3. Review and critically evaluate selected evidence, synthesising information from key sources and databases regarding relevance to selected area of enquiry using a recognised appraisal tool.
4. Demonstrate a critical understanding of the principles of methodologies, methods of data collection and processes for analysis of data suitable for the successful management of a research project applied in the context of the student's own practice.
5. Demonstrate ability to reflect on the ethical aspects of research, and to compile a formal application, comprising a research project proposal and ethics approval form, for later consideration by the Centre's research ethics approval committee, or other ethics committee, as required by the student's employing organisation.
6. Work collaboratively in the critique and subsequent development of that research project proposal.

Method of Assessment

Main assessment methods:

Assignment One (Presentation Oral/Poster) 10 minutes 10%
Assignment Two (Research Proposal) 5000 words 90%

Preliminary Reading

Reading list (Indicative list, current at time of publication):

Bell, J. (2014) *Doing Your Research Project: A Guide For First Time Researchers In Education, Health and Social Science*. 6th Edn. Buckingham: Open University Press.
Creswell, J. (2014) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. London: Sage.
Gray, D. (2014) *Doing Research in the Real World*. London: Sage.
Machi, L. & McEvoy, B. (2012) *The Literature Review; Six Steps to Success*. 2nd Edn. USA: Corwin Press.
O'Leary, Z. (2017) *The essential guide to doing your research project*. 4th Edn. London: Sage.
Robson, C. and McCarten (2016) *Real World Research*, 4rd Edn. West Sussex: Wiley and Son Ltd.

Pre-requisites

None

Progression

PCert / MSc in Advanced and Specialist Healthcare; MA / MSc in Professional Practice

Restrictions

None

Synopsis *

As an evidence-based approach to professional working increases throughout organisations, there is a need for professionals to analyse critically within their own practice. This module will prepare students to undertake a work-related research project related to their own working practice and support students to develop the skills to enable this process, including writing a project proposal and ethics application. This module provides students with the opportunity to critically analyse different research methodologies and to appraise the academic literature in order to enable an evidence-based approach with which to increase professional effectiveness.

2022-23 Medway Module Handbook

WL886 Dentistry in a Contemporary Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	30 (15)	100% Coursework	

Availability

This 30 credit module is available during Autumn and Spring terms.

Contact Hours

Total contact hours: 48

Private study hours: 252

Total study hours: 300

Cost

This module is part of the Master's level programme.

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a critical understanding of the incorporation of health into historical and contemporary political and sociological agendas.
2. Evaluate the significance of inequalities effecting health and wellbeing in terms of sociological, economic, cultural, environmental and behavioural factors.
3. Critical awareness of the social factors affecting aspects of general and dental health at different life stages.
4. Comprehensive understand and locate dental health and the dental workforce within political healthcare structures, agenda, policy and leadership.
5. Evaluate the scope and potential of dental professional roles, within the UK and internationally, related to the future delivery of dental services.
6. Critical understanding the research associated with the dental workforce.

Method of Assessment

Main assessment methods:

Written Assignment 6000 words 80%

Presentation 15 minutes 20%

To successfully complete the module an overall pass is required.

Preliminary Reading

Reading list (Indicative list, current at time of publication):

Chestnut, I. (2016) Dental Public Health at Glance. Chichester:Wiley-Blackwell.

Scambler, S., Asimakopoulou, K. and Scott, S. (2016) Sociology and psychology for the dental team: an introduction to key topics. Cambridge: Polity Press.

Strother-Radcliffe, K. (2017) Social determinants of health, looking up stream. Cambridge: Polity Press.

Pre-requisites

None

Progression

PCert / MSc in Advanced and Specialist Healthcare.

Restrictions

None

Synopsis *

This module will be delivered over two separate weekends. The module will address current and contemporary practice within the wider context of social policy and cultural influence. Participants will critically examine the background and contemporary position of health, and explore issues linked to the effects of current socio-political environments and structures, agendas and policy in dentistry.

Students will critically examine the role and contribution of the dental professionals, with regards to the delivery of dental services, as well as part of an integrated response to broader health related issues. Students will critically examine the oral health of the population through oral health education and collaborative links with other healthcare providers and the Government's Health Care strategy.

2022-23 Medway Module Handbook

WL913 Delivery of Education in Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	30 (15)	100% Coursework	

Availability

This 30 credit module is available during Autumn, Spring and Summer terms.

Contact Hours

Total contact hours: 30 hrs

Private study hours: 270 hrs

Total study hours: 300 hrs

Cost

This module is part of the Master's level programme.

Department Checked

CPP

Learning Outcomes

On successfully completing the module students will be able to:

1. Illustrate comprehensive knowledge of selected educational theories and practice, related to teaching, learning and supervision in a workplace environment.
2. Critically evaluate all aspects of the educational process applied to post compulsory education and training delivery related to workplace settings.
3. Demonstrate an application of theoretical learning to training and practice, by means of presentations and teaching demonstrations.
4. Critically appraise educational literature related to area of professional practice.
5. Demonstrate the critical development of skills in teaching and supervision, as appropriate to area of professional practice.

Method of Assessment

Main assessment methods:

Presentation (1) 30 minutes

Presentation (2) 30 minutes

Preliminary Reading

Reading list (Indicative list, current at time of publication):

Bates, B. (2019) Learning Theories Simplified: and how to apply them to teaching. Second Edition. London: Sage Publications Ltd.

Gravells, A. (2017) Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills). London: Sage Publications Ltd.

Gravells, A. (2016) Principles and Practices of Assessment (Further Education and Skills). 3rd Edition. London: Sage Publications Ltd.

Pre-requisites

None

Progression

PCert / MSc in Advanced and Specialist Healthcare; MA / MSc in Professional Practice.

Restrictions

None

Synopsis *

This module is aimed at those practitioners who have a teaching and training role within practice. The module is intended to facilitate the continuous professional development of teaching and training skills of participants and enable them to transfer this into improved education and training within the work-place context, in order to support the development of the workforce. The module will develop your ability to critically analyse a selection of educational theories, particularly as it relates to models of adult learning, teaching and supervision in a workplace environment. The analysis of learning theory can then be used as a basis for the development of teaching skills. This module aims to develop the skills and knowledge to help students to create and maintain a positive learning environment within the workplace.

The taught sessions will provide the underpinning knowledge to permit students to demonstrate critical analysis of the theory together with reflection on own teaching skills. The assessments will provide opportunities for students to gain feedback and provide feedback to others in a positive learning environment which test the student's ability to deliver both theoretical and practical taught session.